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ABSTRACT

The summative evaluation of student teachers allows decision makers (college and school district supervisors, State Boards of Education) to make judgments about the student teacher's qualifications for teacher certification. In addition, district personnel officers use this type of evaluation in making decisions about hiring prospective teachers. The intent of this project was to develop a summative evaluation instrument to be used in evaluating student teachers at the secondary level at Utah State University. The instrument was based on skills and indicators of effective instruction and attributes of teachers as represented in the effective instruction and effective schools literature. Responses of 59 administrators, university supervisors, and teachers who normally have student teachers within their schools and classrooms identified the characteristics of an effective teacher. These characteristics were then used in developing the evaluation instrument. This paper discusses why the new instrument was needed, explores the instrument development literature, describes the construction of a data base of effective teaching research from which the new instrument was developed, and presents an assessment of the content validity and usability of the instrument. Appendixes include the completed summative evaluation forms, a summary of findings concerning effective teaching skills and indicators, a seven-page reference list on effective teaching skills and indicators, and the final Summative Student Teaching Evaluation Instrument. (JD)

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STUDENT TEACHER EVALUATION:

DEVELOPMENT OF A SUMMATIVE EVALUATION INSTRUMENT

FOR USE AT THE SECONDARY LEVEL

by

Blaine P. Robertson

Office of Student Teaching

Utah State University

Logan, Utah

1986

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CHAPTER ONE

INTRODUCTION

The need to evaluate the abilities of student teachers is beyond question. The way in which student teachers are evaluated is the subject of many questions. One of these questions is, "What should be the purpose of evaluation used with student teachers?"

Educational evaluation can be formative or summative in nature. Formative evaluation is essentially a process used to gather information about an individual's strengths and weaknesses for the purpose of helping the individual to improve (Lewis, 1982). Summative evaluation is the process used in making judgments concerning a person's effectiveness. In this form of evaluation, an assessment is made concerning performance compared to a standard, usually pre-set, in order to make administrative decisions such as promotion, retention, passage, and continuation (Lewis, 1982).

The Evaluation of Student Teaching Performance summative evaluation form in use by Utah State University's student teacher supervisors consists of 20 characteristics on which the student teacher is evaluated by use of a six category rating system. In addition, the evaluator is provided space to enter supporting or explanatory comments. A copy of this form may be found in Appendix A. However, using the definition of summative evaluation previously mentioned, it should be noted that no standards are set whereby the student teacher can be evaluated and categorized. In brief, the evaluation form now in use does not meet the definition of a

summative evaluation instrument.

The summative evaluation of student teachers allows decision makers (college and school district supervisors, State Board of Education) to make judgments about student teacher's qualifications for teacher certification. In addition, district personnel officers use the forms in making decisions about hiring prospective teachers. The form currently in use at USU does not reflect recent information from effective teaching research literature and does not meet the definitional standards of being a summative evaluation instrument. Because of these problems, the summative evaluation of student teachers, in-depth information needed by decision makers, regarding qualifications for teacher certification and hiring, are vague, lack meaning, and are inconsistent between supervisors.

DEFINITIONS

Criteria: Standards that are used by evaluators to make judgments about the level of performance of a student teacher.

Domain: A broad instructional process that could include many skills or indicators of instruction and/or teacher attributes.

Indicator: An example of a skill or method that would be used by an evaluator to make decisions about the types of teaching methodologies used by a student teacher.

Summative Evaluation Instrument: An instrument that is used by evaluators to make judgments concerning the effectiveness of teaching processes used by student teachers.

Teaching skill: A specific method or action used in the teaching process to convey, to the classroom student, the concept or information being presented.

LIMITATIONS

This evaluation instrument development project is limited in generalizability only to those populations, university offices, and school districts that provide practicum sites for Utah State University student teachers as identified in the procedures chapter of this project.

The instrument will be applicable only to secondary education level student teachers.

PROBLEM STATEMENT AND OBJECTIVES

The problem is that the current student teaching evaluation instrument used to evaluate student teachers at Utah State University, at the secondary level, has become obsolete. An improved instrument is needed, and the purpose of this project has been to develop an improved evaluation instrument that will allow for the student teacher to be evaluated in a consistent and meaningful way by the use of specific, pre-set domains, indicators and criteria.

Objectives of this project are:

* To create a valid and useful summative evaluation instrument that could be used by supervisors of secondary student teachers.
* To base the instrument on skills and indicators of effective instruction and attributes of teachers as represented in the effective instruction and effective schools literature.

CHAPTER TWO

REVIEW OF THE LITERATURE

"The demand for accountability in education has shifted from broad issues of finance and program management to specific concerns about the quality of classroom teaching and teachers" (Darling-Hammond, Wise and Pease, 1983, p. 285). While this is true of public education, the responsibility for preparing quality teachers seems to rest primarily with educators in teacher education programs. The culminating point of the teacher education program is the student teaching experience where the student is given the opportunity to practice what he/she has been studying throughout the college years. However, in the student teaching experience, "time is precious and lack of specificity in the evaluation format can limit the...feedback so important in training...teacher[s]" (Smith and Stevens, 1984 p. 127).

EVALUATION TYPES AND APPROACHES

There are two types of evaluation that can be carried out: formative and summative. Formative provides directional feedback while summative provides summary information to be used by decision makers. There appear to be three approaches to making summative evaluations -- process, product, and naturalistic (Foster and Calder, 1983).

The first approach focuses on the process of teaching and is based on teacher performance of prespecified characteristics. Medley et al. (1984) concluded that "structured observation systems can identify and measure important dimensions of teacher performance that are clearly related to how effective the teacher is in

producing pupil gains" (p. 9). The second approach bases teacher competence on the product of measured student achievement gains (Brophy and Evertson, 1976). However, McDonald (1972) notes that the establishment of links between teacher behavior and student performance involves formidable, if not unmanageable problems.
The third approach, naturalistic, involves the student teacher's "teaching artistry." Elliot Eisner, the leading proponent of this approach, contends that the evaluation is based on the evaluator making judgments on the student teacher's ability to see and think about what (s)he does (1977, 1982).

Whatever the approach to evaluation, "there is no single, simple method of evaluating [student] teacher effectiveness, because there is no single concept of what the [student] teacher should be undertaking in the classroom" (Travers, 1981 p. 22). However, the purpose of summative evaluation is to make judgments concerning effectiveness. Judgments involve assessments of what we perceive, as compared against that which we deem important. These things of importance, skills, are assessed using standards, called criteria.

SKILLS AND CRITERIA

Three major means of gathering skills and indicators for use in evaluation instruments are review of the literature, expert opinion, and ethnographic study (Foster and Calder, 1983); Literature review is the most often cited. Regardless of the approach, each focuses on gleaning teaching skills that are assumed to have a direct effect on student learning and achievement. These skills and indicators, are, in turn, grouped and developed into evaluation instruments.

CRITERION-REFERENCED INSTRUMENTS

Criterion-referenced evaluation instruments are used to judge the student teacher's performance against skills that are assumed to effect student learning. In order to make proper judgments it is necessary to develop clearly defined indicators of the skills. Following the development of indicators, a method must be provided for tracking the student teacher's performance. Finally, criteria must be set whereby the student teacher's performance may be judged adequate or inadequate.

When specific teaching skills and precise performance indicators are available, the usability of the instrument by differing evaluators (i.e. university supervisors, cooperating teachers) will be increased in meaning, consistency, and reliability. This, because measures which assess student achievement in terms of a criterion standard provide information as to the degree of competence attained by the student teacher that is independent of reference to the performances of others (Glasser, 1963).

In short, the criterion-referenced evaluation format serves four functions: 1) it provides a precise body of skills and abilities that the student teacher and his/her supervisors can work with to facilitate the teaching act, 2) it provides for clearly defined skills which the student teacher is expected to exhibit, 3) it provides criteria against which the student teacher's performance can be judged, and 4) an evaluation of the student teacher's abilities, independent of the performance of others, is possible.

VALIDITY AND RELIABILITY

The two most often reported types of instrument validity studies are content and concurrent. Content validity is established by use of expert opinion. For example, a panel of three experts was used by the developers of the Florida Performance Measurement System to determine if the characteristics and their descriptors, as gleaned from the research literature, were representative of effective teaching behaviors (Peterson et al., 1985). Concurrent validity is assessed by direct comparison of one instrument to other similar instruments. For example, the South Carolina Assessment of Performance in Teaching (APT) instrument was developed from and compared to more than 50 other evaluation instruments from around the country (Stulac, Stone, Woods, Worthy, Maiden, and Thompson, 1982).

The two most often cited forms of reliability are inter-rater and discriminant. Inter-rater reliability is concerned with the degree to which two or more independently working evaluators agree upon the recording of an indicator of teacher behavior. Inter-rater reliability is viewed as evidence of objectivity. Discriminant reliability is the degree to which the instrument consistently ranks teachers on a scale of effectiveness (Peterson et al., 1985). Peterson et al. stated, "we consider discriminant reliability the most important...since without discriminant reliability, high coefficents or values on the other indicators may have nothing to do with behavior differences among teachers" (1985, p. 68).

SUMMARY OF LITERATURE FINDINGS

1) Because of the lack of time during the student teaching practicum, student teacher evaluations must be specific, reliable, and valid to positively influence the teacher training process.

2) There are two fundamental approaches to evaluation: formative and summative. Formative is ongoing while summative is to provide summary information to facilitate the decision making process.

3) There exist three major approaches to summative evaluation: process, product, and naturalistic. The process approach, designed to provide for the evaluation of selected teaching skills is used more often because of conceptual or managerial difficulties with the other approaches.

4) Three methods of identifying skills for use in evaluation instruments are review of literature, expert opinion, and ethnographic study. The review of the literature is most often cited.

5) Criterion-Referenced instruments depend upon defined skills and clear, specific indicators of the skills Criteria can be established as standards against which student teacher performance can be judged.

A criterion-referenced instrument format 1) provides a precise body of skills to focus on during the student teaching practicum, 2) provides clear skills that are expected to be practiced, 3) provides criteria to be used in making judgments, and 4) provides an independent means of evaluation.

6) Content and concurrent validity and inter-rater and discriminant reliability are most often reported used with summative instruments.

CHAPTER THREE

PROCEDURES

Skills Identification

Skills were identified based on "frequency of mention" in the research literature(see appendix B). Upon the completion of the skills identification, the skills were illustrated by observable indicators, which were in turn, stratified into domains, with duplicate skills being eliminated and similar skill-types being combined. Examples of these domains can be found in Appendix E. Criteria were then established for making judgments of student teacher performance of these skills based on similar criteria listed on the Brigham Young University student teacher evaluation form.

POPULATIONS

The intent of this project was to develop a summative evaluation instrument to be used in evaluating student teachers at the secondary level at Utah State University. The populations that were involved in this process included:

Cooperating Teachers - Regular employees of a school district who accept student teachers into their classroom in order to carry out student teaching.

University Supervisors - Employees of Utah State University who are responsible for visiting public school classrooms for the purpose of observing student teachers and conducting evaluations of the student teacher.

Principals - School administrators who are responsible for the administration and functioning of public school buildings and the teachers who work there.

District Personnel Administrators - School District administrators who are responsible for hiring personnel to fill positions of the school district.

Samples

In order to establish the content validity and usability of the instrument, a questionnaire was distributed to a sample made up of representatives of the previously mentioned populations. The sample was composed of representatives of 11 subject matter areas chosen from school districts located in the northern Utah and southern Idaho area and Utah State University. School districts used were those in which student teachers from Utah State University are frequently placed. Personnel directors, school principals, and cooperating teachers were selected by university personnel based on the frequency of placement of student teachers with them. One university supervisor per subject matter area was included in the questionnaire mailing. The total in the sample was 75: 14 administrators, 47 cooperating teachers, and 14 university supervisors.

It was important to obtain feedback from the cooperating teachers and university supervisors as they will be using the summative evaluation instrument on a regular basis to evaluate student teachers. The value of principals' and district personnel directors' input was crucial because they will use the form to evaluate the skills of the student teachers when they

are seeking employment in that school or school district. Therefore the form must be relevant to identifying a student teacher's strengths and weaknesses clearly and effectively.

Design

Unlike many evaluation instrument development projects, in which skills of effective instruction are solicited from practicing teachers (Peterson et al., 1985), this instrument was developed from research literature and instruments that are based on effective teaching research. In order to develop such an instrument, a review of effective teaching/effective schools literature, previously developed instruments, and previous evaluation instrument development studies was carried out.

Review for Content Validity

Once the skills collection was completed, the findings were submitted to the supervisory committee for review. The purpose of this review was to examine the skills and indicators for content validity. The skills and indicators were compared against what these experienced teachers and informed researchers know to be representative of effective instruction. Following their review, necessary changes or clarifications to the skills, indicators, domains, and criteria were made. In addition, a second assessment of content validity was made through the questionnaire which was sent to public school personnel and university supervisors.

Concurrent Validity

Throughout the development stage, the summative instrument was compared with other summative instruments in order to determine the extent to which it possesses similar characteristics. No

substantial differences in content or skills were discovered, although formats, criteria and the number of evaluative areas were observed. The student teacher evaluation instrument used at B.Y.U. (as mentioned earlier) uses a modified Lickert scale. Since members of the faculty at Utah state have used it, and because of the uniqueness of the scale, it was adopted, with some minor modifications, to be used on the instrument under development.

It is important to mention that of the instruments that were examined, almost all were based on the effective teaching literature and have been developed within the past 6 years. As a result, no major differences were found between the instruments examined and the instrument under development.

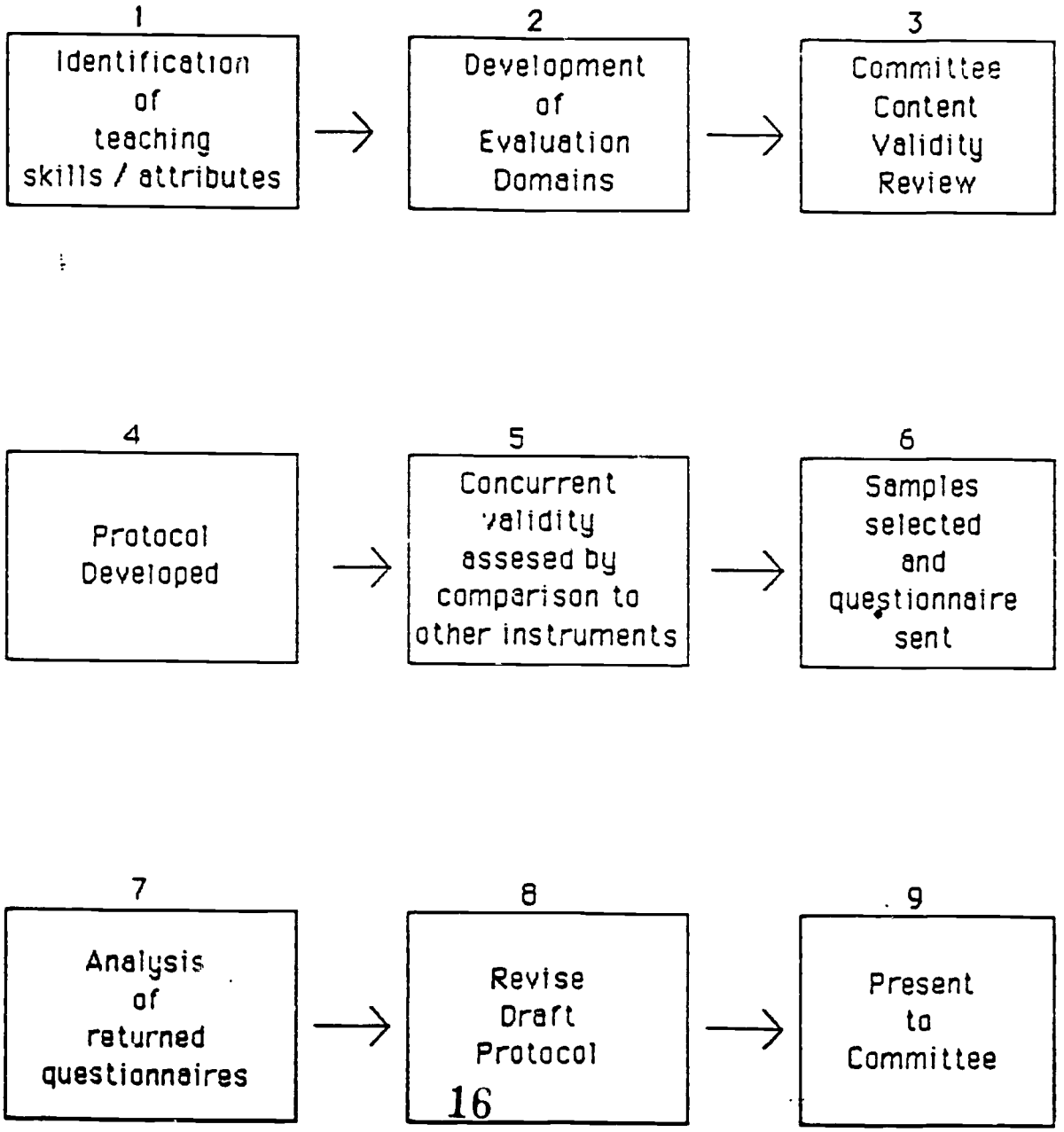
Protocol Formation and Questionnaire

The domains (with their skills and indicators) and the selected criteria were placed into two different protocol formats: Likert scale and semantic differential(see appendicies D and F). These protocols were submitted to the advisory committee for review. The committee selected the instrument format to be submitted to the sample for comment and review. The selected protocol, the currently used protocol, a questionnaire, and an accompanying cover letter were then sent to the selected sample members (see appendicies A, E, F, and G). These individuals were asked to provide general comparative comments concerning usefulness, likes, dislikes and general impressions. In addition, they were asked to compare the two protocols in specific aspects of student teacher evaluation. Comments on ease of use of each of the protocol formats and indications of the one they would rather use personally were also sought.

Analysis

Upon the return of the questionnaires, responses and comments were reviewed and a frequency of response tally was made of the specific questions section to determine how the sample members viewed the new protocol as compared with the current instrument. Appendix G should be consulted for a sample of the questionnaire, and results of the returned questionnaires can be found in chapter four and appendix H.

INSTRUMENT DEVELOPMENT FLOWCHART



CHAPTER FOUR

QUESTIONNAIRE RESULTS AND DISCUSSION

Questionnaires were distributed to seventy five administrators, university supervisors, and teachers who normally have student teachers within their schools and classrooms. It was requested that the questionnaires be returned no later than the 28th of March, 1986. On the 28th, a total response of 43% had been returned. Because a minimum of a 70% return was set as being needed to validate the instrument, phone calls were made to building principals and university supervisors. By the 11th of April a total response of 80% had been returned. This is deemed by the researcher to satisfactorally approximate the return needed as identified in the project proposal.

The questionnaire returns were examined by looking at the number of student teachers a person has supervised, the number of years teaching/administration experience, the level of the school the individual works within, and subject matter area specialty as compared to responses concerning general impressions, evaluative areas, rating scales, criteria values, skill indicators and requiring of the student teacher's signature. Appendix H contains a complete listing of responses to the specific questionnaire areas as analyzed according to the number of student teachers, years experience, school level, and subject matter specialty areas.

The responses which were received were generally positive in nature. The following section is provided to demonstrate an

indication of general trends for each of the evaluative areas. It is not intended to demonstrate absolute responses of individuals. Appendix H should be consulted for complete returns by evaluative area.

GENERAL QUESTIONNAIRE RESPONSES

Response to the general comparison question and the five specific questions provided 354 total responses (59 respondents x 6 questions). A general percentage breakdown of questionnaire responses is as follows:

69% - Positive

7% - Negative

12% - Unsure

12% - No Response

While this breakdown demonstrates a global trend, responses were examined by categories of the number of student teachers the respondent had supervised, the number of years experience the respondent had, the level of school assignment the respondent is currently serving in, and by the subject matter specialty of the respondent. Sample of responses and by each of these catagories follow.

RESPONSES X STUDENT TEACHERS SUPERVISED

The analysis of responses to the questionnaire as compared to the number of student teachers supervised was carried out by grouping the number of student teachers into categories of:

30+ = 30 or more student teachers supervised

15+ = Between 15 and 29 student teachers supervised

0+ = Between 0 and 14 student teachers supervised.

The responses on each of the six questions of the questionnaire of these three categories of respondents were then compiled into tables, such as the one below (see appendix H for complete results).

CRITERIA VALUES QUESTION RESPONSES

Are the numeric value explanations [as listed on page 1 of the PROPOSED form] more (helpful, confusing, no effect) in establishing a frame of reference for evaluating the student teacher?

# of S.T.'s Supervised	Positive	Negative	No Difference	No Response
30+	19	0	0	3
15+	8	0	0	1
0+	25	0	3	0
% Response	88	0	5	7

The responses to this question demonstrate that the new criteria used to evaluate student teachers met with an 88% favorable response. None were opposed to the new criteria, while 5% believed that there are no differences, and 7% failed to respond. A positive response rate of 88% is believed to be a strong reason for implementing the criteria.

YEARS EXPERIENCE X QUESTIONNAIRE RESPONSE

For analysis based upon years experience, the respondents were grouped into categories of:

30+ = 30 or more years of education experience

15+ = 15 to 29 years of education experience

0+ = 0 to 14 years of education experience

The responses were then compiled into tables such as the one below, which examines responses to the question of having the student teacher sign the summative evaluation instrument.

STUDENT TEACHER'S SIGNATURE QUESTION

By requiring the student teacher to sign the evaluation, thus indicating that he/she has reviewed and had the evaluation explained to him/her, do you think that the evaluation will become (more, less, no difference) meaningful as an indicator of the student teaching performance?

Years of Experience	Positive	Negative	No Difference	No Response
30+	9	0	0	0
15+	12	4	12	1
0+	14	1	6	0
% Response	59	8	36	2

Unlike the 88% positive response reported in the previous section, respondents, based on years experience, differed on the student teacher signing the evaluation form. The 30+ and 0+ respondents

appear to be positive or see no difference in having the student teacher's signature. However, the 15+ category respondents are diversified in their responses. Of the responses received, 41.5% are favorable; a like number see no difference, while 14% gave negative responses and 3% failed to respond.

Based upon this type of a return, written elaborations of the respondents were carefully read and considered. The primary concern of the respondents who were negative is captured in the following quote taken from a questionnaire.

> "I'm a little concerned that the cooperating teacher and university supervisor will tend to rate the student teacher higher than deserved if they have to elaborate and explain their ratings to him or her.

However, the positive respondents also made comments such as:

> This experience should be educational. No one expects a student teacher to be perfect, but we are desirous of helping him/her to become a good teacher [through the evaluative process].

Because of these comments, a statement, superseding the student teacher's signature, was added. This statement indicates who has explained the evaluation, and allows the student teacher to sign, attesting that the evaluation has been explained, but not stating that the student teacher agrees with the evaluation ratings given.

SCHOOL LEVEL ASSIGNMENT X QUESTIONNAIRE RESPONSES

Respondents were asked to mark on the questionnaire at what level of education they were currently serving. Junior high level was included, but no responses were received indicating that they

were currently working at the Junior high level. However, district level was not included, yet 4 district level administrators responded to the questionnaire. Therefore, responses to the questionnaire were categorized in this section into:

Middle School

High School

University

District

As with the previous sections, responses were placed in tables such as the following:

GENERAL COMPARISON QUESTION

Enclosed is a copy of the Current USU Student Teaching Evaluation form and a draft of the Proposed Evaluation form. Please review the two forms and note your impressions, likes, dislikes, suggestions for improvement of the DRAFT instrument as compared with the CURRENT instrument in the space provided.

School level	Positive	Negative	No Difference	No Response
Middle	4	0	1	5
High	8	1	4	19
University	9	0	1	3
District	1	0	0	3
% Response	38	2	10	51

The difference between the rates of response on the questions

previously cited and this general comparison question is that this question asked for a written response while the other questions asked for a circled response with room allowed for written elaboration if desired. It is believed that 51% no response rate is directly attributable to this form of response. However, it is noteworthy to recognize that of the remaining respondents, 37% of the comments were positive while 2% were negative. The remaining 10% believed that the new form was generally preferable, but that problems existed which needed to be dealt with. The following comment demonstrates such a response.

> I like the topics [domains] in your new form, but to me there are too many double, triple, and quadruple -barreled statements. The 10 domains are fine, but there should some sub-area statements under each domain so I can react to individual statements, as well as the total domain.

This was the chief complaint found in those who recognized the benefit of the proposed form, yet noted weaknesses. It is also the flaw noted by the individual who favored the current instrument over the proposed. Because of this, the indicators under each domain were altered, combined, and in some instances deleted, in order for each to be considered individually. Therefore, rather than the 10 rating scales found in the draft instrument, there are 10 domains with 36 rating scales in the final instrument.

QUESTIONNAIRE RESPONSES X SUBJECT MATTER SPECIALTY AREA

Of the 14 subject matter specialty areas surveyed, a general indication of the responses are listed below:

Subject Area	Respondents	% Pos.	% Neg.	% N.D.	% N.R.
Ag. Ed.	3	50	22	28	0
Art	1	67	0	0	33
Business	3	83	11	6	0
English	7	64	5	14	17
Home Economics	4	71	4	17	8
Industrial Arts	2	67	0	17	8
Language Arts	3	72	6	11	11
Math	6	47	17	17	19
Media	5	77	3	13	7
Music	3	78	0	11	11
Physical Education	5	63	3	17	17
Science	7	76	2	12	10
Social Studies	7	76	2	7	15
Theatre Arts	2	92	8	0	0
Other	2	75	0	17	8
Total Responses	60				

SUMMARY AND RECOMMENDATIONS

In global terms, the responses to the questionnaire were very positive. The total percentage of negative responses was low; however, in almost every instance when a negative response was recorded, the respondent cited the need for the evaluation domains to be broken apart to allow for student teacher evaluation on each of the indicators. Because of this, the final instrument has had the indicators broken apart and each provided with a scale to allow for reaction, on the supervisors part, on each. However, this was done with some reluctance because of teacher and supervisor time demands. It should be noted that the final instrument is deemed to be more usable and consistent than the draft instrument by the researcher and the supervisory committee.

The following suggestions, that are associated with this project, are submitted for future study:

1. That a formative evaluation instrument be implemented by the Office of Student Teaching staff which will allow supervisors and cooperating teachers to evaluate student teachers, using individual indicator scales, and provide corrective feedback on specific strengths and weaknesses prior to the summative evaluation. A proposed form can be found in appendix J.

2. That the proposed summative evaluation instrument be field tested during the 1986-1987 school year. The field test will provide additional insights into strengths and weaknesses of the instrument and to it's usefulness in the student teacher

evaluation process.

3. That further research be conducted in order to establish the inter-rater and discriminant reliabilities, and overall validity of the summative instrument.

4. It is recommended that further research be conducted by departments such as Physical Education, Art, Music, and Media services in which activity or psychomotor performance may require different emphasis in the student teacher evaluative process.

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A P P E N D I C I E S

A - Evaluation of Student Teaching Performance Instrument

B - Skills / Indicators of Effective Teaching

C - Skills/Indicators of Effective Teaching Research References

D - Semantic Differential Instrument

E - Draft Instrument sent with Questionnaires

F - Cover Letter

G - Questionnaire

H - Questionnaire Responses

I - Final Student Teacher Summative Evaluation Instrument

J - Proposed Mid-Term Formative Evaluation Instrument

A P P E N D I X A

Evaluation of Student Teaching Performance Instrument

Utah State University
Placement Center

EVALUATION OF STUDENT TEACHING PERFORMANCE

Please use typewriter or dark pen in completing this form—never pencil.

Name of Student _____
(last) (first) (middle or maiden)

Subjects taught _____ Grade_____ Quarter_____ Year_____

School where trained _____ District _____ State_____ Phone_____

COOPERATING TEACHER							UNIVERSITY SUPERVISOR					
Superior	Above Average	Average	Below Average	Unsatisfactory	No opportunity to observe		Superior	Above Average	Average	Below Average	Unsatisfactory	No opportunity to observe
						Knowledge of Subjects						
						Planning and Preparation						
						Pupil Control						
						Effectiveness of Methods						
						Power to Motivate						
						Care of Classroom Details						
						Reliability						
						Enthusiasm						
						Attitude						
						Initiative and Resourcefulness						
						Ability to take Criticism						
						Use of English						
						Voice and Enunciation						
						Sense of Humor						
						Personality and Poise						
						Personal Appearance						
						Loyalty and Cooperation						
						Professional Conduct						
						Rapport with Co-workers						
						Growth and Improvement						

Please supplement your rating with a statement of this student's performance and teaching potential.

Please supplement your rating with a statement of this student's performance and teaching potential.

Please supplement your rating with a statement of this student's performance and teaching potential.

Signature _____
(type name)

School _____

Date _____

Please supplement your rating with a statement of this student's performance and teaching potential.

Signature _____
(type name)

University_____ Dept._____

Date _____

ED-5

A P P E N D I X B

Effective Teaching Skills and Indicators

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EFFECTIVE TEACHING RESEARCH: FINDINGS CONCERNING TEACHER SKILLS AND CHARACTERISTICS

#	SKILL/CHARACTERISTIC	CITATION
1	Academic Expectations	Coleman(1982), Edmonds(1979)

a. that students will preform well on tests
b. clear goals for student achievement.
c. atmosphere of confidence that students can and will succeed.
d. students will be able to master minimum competencies.
* Brookover et al. (1982) believes this to be "self-fulfilling prophesy."

2	Academic Learning time	Spady(1982), Rutter(1982), Denham & Lieberman(1980), Brookover et al.(1982) Fredrick(77), Stallings(81), Rim & Coller(78)

a. amount of time directly allocated to instruction.
b. proportion of allocated time students are engaged.
c. the amount of time the students are successful in engaged time.
d. Teacher is "Business-like" and teaches at least 50% of class time.
e. Task must be appropriate to student capability and relevant to the learning task.
f. Achievement and time on task do not have a linear relationship. A rule of thumb may be to have students "on task" until the teacher notes student involuntary disengagement from material.

3	Classroom Management	Weber et al.(1983), Hutchins(1983), Kash(1982), Mackenzie(1983), Ornstein(81), Emmer et al(80)

a. Large group instruction for secondary level students.
b. Establishment of classroom routines.
c. Fostering reasonable, clearly understood expectations (see #1).
d. Develop and advocate group cohesiveness and cooperation.
e. Employs classroom meetings, role playing, and shared leadership.
f. Utilizes mild reprimands directed toward a specific behavior.
g. Makes use of contingency systems (tokens, praise, cues, prompts, models, negative punishment or time-out when appropriate).
h. DOES NOT USE harsh reprimands or corporal punishment.
i. Establishes rules and procedures, monitoring system, and delivery of consequences = higher average rate of on task behavior.
j. React to disruptive behavior immediately.
k. Teachers should be predictable and task-oriented (business-like).
l. Identify correct target and act immediately.
m. "Withitness" - Teacher can attend to more than one activity simultaneously.

n. Lessons which are smooth and use effective transitions, cause less student reaction and off-task behavior.
o. Use praise to reinforce - must be specific, low key, sincere and used contingently (see 9 below).

****

4 Curricular Congruence — Brookover(81), Cohen(81), Colorado(82), Edmonds(82), Neidermeyer(79)

a. Learner objectives exist that are clear, valid and sequenced.
b. There is a match between the written curriculum and assessment.
c. The is a match between instruction and the written curriculum.
* Usually this will require a school wide/district wide effort.

****

5 Direct Instruction/Teaching — Rosenshine(79), Stallings & Hentzell(78), Ebmeir & Good(79), Bellack(66), Ausubel(60), Soar & Soar(79), Mayer(83), Good & Grouws(77), Anderson et al(79), Good & Beckerman(78), Rosenshine (71) Kounin(70), Gunderson & Hopper(77), McCoard(44)

a. Instruction is teacher directed.
b. classroom is orderly, a persistent application to the task(see2), teacher is active in the classroom, environment and instruction are organized and have moderate amounts of structure.
c. teacher provides orientation to daily task, provides clarifications, gives direction guides (advance organizers, cognitive maps), provides clear transitions, and appropriate practice times.
d. Teacher uses student comments to enhance lesson - why answer is correct, rephrasing to show the steps used to find the answer.
e. Student comments are used, but focus is kept on the academic task.
f. Use of examples and non-examples must be careful - examples must be clear, non-examples must clearly NON-examples.
g. Teacher use of cause-effect relationships must show causes linked to effects (consequently, therefore, thus, in order to...).
h. Verbal communications must be clear and expressive and avoid vague terms such as, SOME, MANY, OF COURSE, THINGS, A LITTLE, MIGHT, FEW, ACTUALLY.
i. Teacher provides cues to "mark" important information ("this is important", "now get this", "write this down",) or by repetition of important information.
j. Teacher displays enthusiasm for subject matter (verbally or through use of facial expression, gestures, posture, and body movement).
k. Teacher speech should contain variations (not extreme) in pitch, quality, rate, volume and phrasing.

****

6 Monitoring Student Progress and Evaluative Feedback

Block(71), Berliner(79), Bloom(74), Brookover(82), Cohen(81), Fisher et al.(80) Stallings et al.(78), Rosenshine(83), Ausubel & Youssef(65), Anderson et al.(79), Brophy & Evertson(76), Gorden & Durea(48), Osler(54), Carrier & Titus(81), Szafran(81), Slakter et al.(70) Tentham(75), Bushway and Nash(77), Brackbill & Kappy(62), Oliver and Taylor(70)

a. Establishment of learning goals or objectives, expressed to students(4).
b. Assignments or activities that allow students to practice and gain mastery.
c. Teacher monitors seatwork and provides feedback on a frequent basis.
d. Academic feedback should be provided frequently.
e. Acknowledge student success - reward system(3).
f. Teacher provides cues, rephrasing, clarification to help students succeed.
g. Questionning & listening skills are critical.
h. Reviews are conducted at end of lessons and at weekly intervals.
i. Teachers use (f) to help students find correct answer when incorrect response is given.
j. Teacher asks pointed questions to evaluate student understanding.
k. Students are informed of the purpose of the test, how results will be used, and relevence of the test.
l. Teacher expresses positive expectations prior to test.
m. Provide specific information concerning format, material to be covered.
n. Study guides for test preparation appear to reduce test anxiety.
o. Teachers can further improve student performance by providing test taking skills, and practice.
p. The teacher provides an atmosphere which eliminates or reduces distractors, and restricts opportunity for cheating, and is comfortable.
q. Teacher provides symbolic or verbal formative feedback on tests, for both correct and incorrect responses.
r. Test feedback is more effective for average and high achieving students when it is delayed for at least 24 hours. For low achieving students it is more effective when given in less than 24 hours.

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7 Homework — Keith(82), Rosenshine(81), Rutter(79), Wolf(79), Austin(74, 76 & 79), Good & Grouws(77), Walberg et al.(85)

a. Homework must "fit" the subject and allow meaningful integration and practice of learning objectives(6).(this also relates to time spent on homework)
b. Review is necessary, but grading is not, to facilitate learning.
c. Homework establishes expectations(1), and forms bonds between school and home.
d. The amount of homework given does not appear to matter, but that it is given does appear to be important.
e. Homework which also acts as a review may enhance the effectiveness of both.

****

8 Parental Involvement — Wynne(81), Mackenzie(83), Hallinger(81)

a. Information flows between school and home (good and bad).
b. Parental involvement in child's school work and activities is encouraged(7).

****

9 Self-Concept Reinforcement — Evertson et al(78), Rutter(79), Brookover(82), Ellison(81) Brophy(81), Hammer(72), Rosswork(77), Maehr & Stallings(72)

a. Selective use of praise (direct and specific).
b. Stress the successes and potential of students for academic achievement (3,6,1).
c. Display high level work, encourage high level of application(1).
d. Characteristics of effective praise, with regard to conduct:
    1. Is delivered contingently.
    2. Specifies the particulars of the accomplishment.
    3. Shows spontaneity, variety, and othe signs of credibility.
    4. Rewards attainment of specified performance criteria
    5. Provides infomation about competence or the value of accomplishment.
    6. Uses students own prior accomplishments as the context for describing present accomplishments.
e. Praise may be verbal, written, or tied to student goals and evaluation of those goals.

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10 Rewards and Achievement — Brophy(81 & 70), Chadwick(71), [illegible], Ornstein(82), Walker(76), Colorado(82)

a. All students are recognized for accomplishments or potential.
b. Student work is displayed when appropriate.
c. Teacher emphasizes success not dwelling on failures.
d. Low achievers are praised as often as high achievers.
e. Reinforcement of academic performance and specific non-academic behavior.
f. Student achievement is self-criterion referenced.
g. Praise is specific, immediate, sincere, and MUST be deserved.
h. Reinforcment should be varied, not given after every correct response.
i. Praise and positive reinforcement must not replace academic feedback.

****

11 Questionning Practices — Boyer(83), Rowe(74), Weaver et al(78), Rosenshine(81), Cole & Williams(73), Tobin & Capie(82), Dunkine & Biddle(74)

a. Teachers must differentiate between Initiating and Responding behaviors.
b. Teachers must differentiate between High and Low order questions.
c. Questions are guaged to an appropriate level of difficulty to allow for success(9,10).
d. Some time is set aside daily for teacher/student questionning interaction.
e. Ordered turns rather than voluntary or randomly selected responses.
f. Individual responses are more effective, except when it establishes a threatening situation(9).
g. Teacher can rephrase and/or provide clues for students who do not know a correct response.
h. Teacher maintains a minimum 3 second wait time between initial question and rephrasing.
i. High / Low order questions are used at appropriate times depending upon the information being presented and the amount of preparation students have received.
j. Teachers SHOULD NOT provide answer to a question for a student and immediately move on to another student.
k. Low order questions are more effective with low SES students.

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10 One Instruction Planning — Peterson et al.(79), McCutheon(80), Clark & Yinger(79)

a. Planning statements are related to "subject matter focus."
b. Planning is a means of organizing instruction, confidence, security and direction for teachers (see direct instruction above).
c. Written plans usually are in outline form, with topics or concepts listed, which, in turn, act as memory joggers for teachers.
d. INTENSE PLANNING CORRELATED WITH 1) POORER STUDENT ACHIEVEMENT; 2) POORER STUDENT ATTITUDE TOWARD THE TEACHER, SUBJECT MATTER, AND INSTRUCTIONAL MODE; AND 3) POORER TEACHER ATTITUDE TOWARD THE STUDENTS.
e. Planning must take into account learner aptitudes in order to facilitate total group awareness rather than attention to individual students.

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A P P E N D I X C

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A P P E N D I X D

Semantic Differential Instrument

Key to Marking

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(L)___ Indicates performance using indicators listed at the left side of the page

__(I)__ Indicates performance using mixture of indicators from both sides.

___(J) Indicates performance using indicators listed at the right side of the page

	Cooperating Teacher	University Supervisor	
TEACHER EXPECTATIONS			
1. Performance expectations are stated.			1. No expectations are stated.
2. Goals are established and expressed.			2. Goals are not set or stated.
3. Atmosphere of trust/success established.			3. Atmosphere is not attended to.
4 Class is "Business-like."			4. Class is "casual."
PRE-INSTRUCTION PLANNING			
1. Plans are subject matter focused.			1. Subject is "fit" to the planning.
2. Plans are written/outlined.			2. Plans are not written.
3. Plans reflect student ability levels.			3. Students abilities not reflected.
4. Materials are prepared in advance.			4. Materials not prepared in advance.
5. Classroom is ordered/learning centered.			5. Classroom is a room of desks.
CURRICULAR CONGRUENCE			
1. Objectives are clear/sequentially stated.			1. Objectives are vague, or not stated.
2. Instruction is based on stated objectives.			2. Instruction deviates from objectives.
3. Measurement is of objectives/instruction.			3. Measurement varies from objectives.
INSTRUCTIONAL ACTIVITIES			
1. Instruction begins promptly.			1. Instruction is delayed.
2. More than 50% of classtime is instruction.			2. Less than 50% is in instruction.
3. Topic is stated, and class structure is given.			3. No topic or structure given.
4. Cognitive enhancers (advanced organizers) are used.			4. Instruction is verbal/notes only.
5. Enthusiasm (gesture, expression) is shown.			5. Presentation lacks enthusiasm.
6. Speech (tone, pitch, volume) is varied.			6 Speech is monotonous, non-varied.
7. Cause/effect conjunctions (thus) are used.			7. Vague terminology (a few) is used.
8. Focusing clues (repetition) are used.			8. No "marking" provided.
9. Student comments are encouraged and used.			9. Student comments are discouraged.
10. Transitions are smooth, disruptions minimal.			10. Transitions obvious, disruptions occur.
11. Movement to vary visual/vocal stimulation.			11. No classroom movement is made.
12. Daily and weekly reviews are conducted.			12. Reviews are limited to exams.
13. Presentation techniques are varied.			13. Presentations are nonvaried.
14. Homework is relevent, reviewed, graded, or checked-off.			14. No homework is given.

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QUESTIONING PRACTICES

1. Student questions are encouraged	☐	☐	1. Student questions are discouraged.
2. High and Low order questions used.	☐	☐	2. Low order questions are predominate.
3. Questions challenge, but don't burden.	☐	☐	3. Student abilities not considered.
4. Incorrect response are corrected.	☐	☐	4. Incorrect answers aren't corrected.
5. Three second pause follows question.	☐	☐	5. No pause, answers own question.
6. Answers are asked in ordered turns	☐	☐	6 Answers are randomly selected

STUDENT MEASUREMENT/EVALUATION

1. Seatwork is not monitored.	☐	☐	1. Seatwork is not monitored.
2. Specific, corrective feedback given.	☐	☐	2. Feedback is vague/nonspecific.
3. Specific questions are asked.	☐	☐	3. Assessment questions are general.
4. Exam format, relevence, expectations are given.	☐	☐	4. Exam directions are general only.
5. Written study guides are provided.	☐	☐	5. Study guides are verbal.
6. Testing is comfortable, distraction free, and cheating is restricted.	☐	☐	6. Testing situation not attended to.
7. Feedback on exam responses is given.	☐	☐	7. Feedback is limited to grade or score.

CLASSROOM MANAGEMENT

1. Expectations, rules, consequences are set and followed.	☐	☐	1. Expectations, rules, consequences are not established or followed.
2. Routines are established.	☐	☐	2. Routines are not set or followed.
3. Midconduct is identified and intercession occurs immediately.	☐	☐	3. Midconduct is not identified or intecession is delayed.
4. "Withitness" is displayed by focusing on more than one activity at a time.	☐	☐	4. Focus is on one task at a time.
5. "Soft" reprimands and proximity controls are used.	☐	☐	5. "Hard" reprimands or punishment is used.
6. Instructional momentum is maintained.	☐	☐	6. Instructional momentum is lost, and instruction fragmented.
7. Parents are involved in management process.	☐	☐	7. Parents are not involved in the management process.

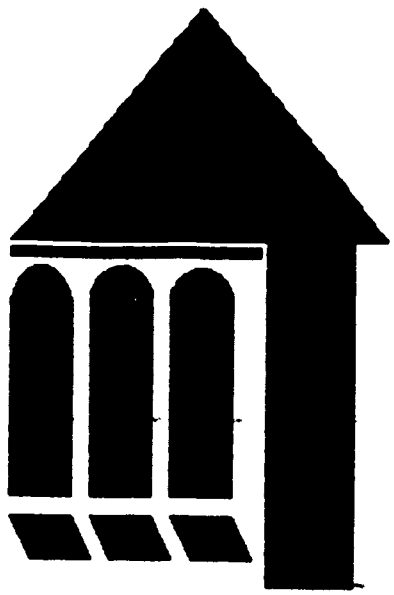
STUDENT/TEACHER INTERACTION

1. Student potential is recognized and encouraged.	☐	☐	1. Studen. potential is ignored.
2. Academic progress is encouraged.	☐	☐	2. Reinforcement is limited to "extreme" students.
3. Praise: specific, sincere, relevent, and given contingently.	☐	☐	3. Praise: a universal response.
4. Recognition of progress is student-referenced.	☐	☐	4. Recognition is class-referenced.
5. Praise and recognition suppliment academic feedback.	☐	☐	5. Praise and recognition replace academic feedback.

A P P E N D I X E

Draft Instrument sent with Questionnaires

ROUGH DRAFT



UTAH STATE UNIVERSITY

Office of Student Teaching

Summative Student Teaching Evaluation for

_____

_____ quarter of 19 ____ .

Cooperating Teacher _____ University Supervisor _____

School / District _____ Specialty Area _____

Subject Area _____

KEY TO MARKING

Please complete the rating of the student teacher in each of the ten areas within this form using ink or typewriter

Using the scale provided, place an "X" on the continuum or in the box to indicate the level of performance of the student teacher at this time. The boxes numbered 5 and 1 have been provided but should only be used to describe performance which is extreme in either a positive or negative direction **If either box (5 or 1) is marked, please detail specific examples and/or reasons for such an evaluation in the written supplement section on the last page of this form.**

5 - A high quality performance rarely seen from a student teacher

4 - A performance above an acceptable standard for a student teacher.

3 - An acceptable standard of performance for a student teacher

2 - A performance less than an acceptable standard for a student teacher.

1 - A serious deficiency in the performance of a student teacher

N/O - No observation or insufficient information to render an evaluation

ERIC

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Cooperating Teacher		University Supervisor
☐ 5 4 3 2 1 ☐ N/O	**TEACHER EXPECTATIONS** Performance expectations are stated. Goals are established and expressed. An atmosphere of trust and success is formed, and the class is conducted in a business-like manner.	☐ 5 4 3 2 1 ☐ N/O
☐ 5 4 3 2 1 ☐ N/O	**PRE-INSTRUCTION PLANNING** Lesson plans are written (in at least an outline form), subject matter focused, and reflect ability levels of the students. Materials to be used in the lesson are prepared in advance and serve as facilitators of student learning. The classroom is prepared in advance and is learning centered.	☐ 5 4 3 2 1 ☐ N/O
☐ 5 4 3 2 1 ☐ N/O	**CURRICULUM CONGRUENCE** Objectives are clearly stated, valid, and sequentially ordered. Instruction is based on the objectives. Measurement / Evaluation is aligned with objectives and instruction.	☐ 5 4 3 2 1 ☐ N/O
☐ 5 4 3 2 1 ☐ N/O	**INSTRUCTIONAL ACTIVITIES** Instruction begins promptly. 50% or more of classtime is dedicated to instruction. Lesson structure is provided and cognitive enhancers (i.e. advanced organizers, cognitive maps) are used. Presentation is enthusiastic as demonstrated by use of speech, gestures and expressions. Transitions are smooth, and disruptions are minimal. Materials are reviewed daily and weekly. Presentation techniques (i.e. discussions, lectures, simulations) are varied, and homework which is relevent, reviewed, and checked-off or graded is assigned.	☐ 5 4 3 2 1 ☐ N/O
☐ 5 4 3 2 1 ☐ N/O	**TEACHER SPEECH** Speech is varied in pitch, quality, tone, rate, volume, and phrasing. Cause and effect conjunctions (i.e. thus, therefore, consequently) are used. Focusing clues (i.e repetition, "write this down") are provided.	☐ 5 4 3 2 1 ☐ N/O

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Cooperating Teacher

5 4 3 2 1 N/O

QUESTIONING PRACTICES

Encourages student questions. Student comments are elicited and used as lesson enhancers. Specific questions are used to determine student understanding of materials. High and Low order questions are used. Incorrect student answers are rephrased, and/or clues provided to enable students to reanswer correctly. A minimum 3 second pause follows teacher question.

University Supervisor

5 4 3 2 1 N/O

Cooperating Teacher

5 4 3 2 1 N/O

PROGRESS: MEASUREMENT / EVALUATION

Teacher circulates and monitors seatwork. Specific corrective feedback is provided. Format, purpose, use, relevance, and expectations are given for examinations. Written study guides are provided. Measurement situations are comfortable, free from distractions, and the opportunity for cheating is restricted. Feedback is provided for responses.

University Supervisor

5 4 3 2 1 N/O

Cooperating Teacher

5 4 3 2 1 N/O

CLASSROOM MANAGEMENT

Teacher establishes routines, rules, expectations and consequences, and is consistent in follow through. Misconduct is identified and intercession occurs immediately. "Withitness" is displayed by the teacher focusing on more than one class activity at a time. "Soft" reprimands and proximity control are used. Parents are involved in the discipline / management process for both "good" and "bad" experiences.

University Supervisor

5 4 3 2 1 N/O

Cooperating Teacher

5 4 3 2 1 N/O

STUDENT / TEACHER INTERACTION

Student potential for success is recognized and encouraged. Academic progress for all students is reinforced. Praise is specific, sincere, relevant, and given contingently. Recognizes and praises student progress.

University Supervisor

5 4 3 2 1 N/O

Cooperating Teacher

5 4 3 2 1 N/O

PERSONAL ATTRIBUTES

A working knowledge of the subject matter is demonstrated. Displays self-control. Is personable - has a "we" rapport with students. Practices a willingness to listen. Maintains a sense of humor. Appearance is appropriate to the situation. Stimulates student interest/enjoyment of class. Functions professionally with other teaching staff members.

University Supervisor

5 4 3 2 1 N/O

Cooperating Teacher's Supplement

Please supplement your rating with a statement of this student teacher's performance and teaching potential. Be specific and provide examples where appropriate

University Supervisor's Supplement

Please supplement your rating with a statement of this student teacher's performance and teaching potential. Be specific and provide examples where appropriate.

Name _____
(type)

Signature _____

Date _____

Name _____
(type)

Signature _____

Date _____

Student Teacher's Signature

My signature indicates that I have read and had this evaluation explained to me. It does not indicate an agreement with the evaluation.

Name _____
(type)

Signature _____

Date _____

A P P E N D I X F

Cover Letter

UTAH STATE UNIVERSITY

COLLEGE OF EDUCATION
Bureau of Student Teaching
Logan, Utah 84322-2820
750-1420/750-1419

March 18, 1986

Dear Colleague:

For some time now I've wanted to upgrade the quality of our final evaluation instrument for student teachers in secondary subjects. Many of you have expressed a desire for an instrument which more nearly reflects the total student teaching performance of trainees assigned to you. In an attempt to devise such a form a considerable amount of research has been done to provide a more descriptive type of instrument for you to work with.

Enclosed is a copy of the current form that we have used for a number of years and a copy of a proposed new form that I would like you to consider. Would you take a few minutes of your time to compare the two forms on the basis of the evaluation areas that each contains. Obviously, you'll need to spend a little more time with the proposed form to familiarize yourself with the ten teaching domains. Once you have done this, will you take a moment and react to the short questionnaire enclosed. Feel free to express yourself in a very candid way concerning your impressions of each of the forms. We want to provide for you, when you have a student teacher, an instrument which gives you every opportunity to be as accurate and thorough as possible with your final evaluative statement.

I realize that you are extremely busy. I solicit your help because I consider you to be the most important person in our program, and we do want to provide the best possible instrument for each of us to work with in this important area. Could you have your information returned to me by March 28, 1986. I am enclosing a postage-free envolope for returning this information. I cannot do it without you.

Sincerely,

Eldon

Dr. Eldon Drake
Director of Student Teaching

ED:sl

A P P E N D I X G

Questionnaire

PLEASE RETURN BY MARCH 28, 1986

UTAH STATE UNIVERSITY
OFFICE OF STUDENT TEACHING

STUDENT TEACHER EVALUATION INSTRUMENT QUESTIONNAIRE

A. Demographic Information

1. The approximate number of student teachers you have supervised? _____

2. How many years of teaching/administration do you have? _____

3. Circle the school and/or type of assignment you currently have.

University High School Junior High Middle School

Teacher Administrator Supervisor

4. In which district do you work? _____

5. Please indicate your subject matter specialty area. _____

B. General Comparisons

Enclosed is a copy of the Current USU Student Teaching Evaluation form and a draft of the Proposed Evaluation form. Please review the two forms and note your impressions, likes, dislikes, suggestions for improvement of the DRAFT instrument as compared with the CURRENT instrument in the space provided below.

C. Specific Comparisons - Circle one of the choices in parenthesis

1. Are the evaluation areas in the PROPOSED instrument, as compared to the CURRENT instrument, (easier, more difficult, no difference) to use in determining the performance of the student teacher to be evaluated? (please elaborate if desired)

2. Are the indicator scales

of the PROPOSED instrument (more, less, the same) useful [valid and usable] in making an evaluation of the student teacher? (please elaborate if desired)

3. Are the numeric value explanations [as listed on page 1 of the PROPOSED form] more (helpful, confusing, no effect) in establishing a frame of reference for evaluating th student teacher? (please elaborate if desired)

4. The evaluation areas are followed by indicators of skills and/or behaviors that the student teacher should exhibit. Are these indicators (useful [valid and usable], confusing, no effect) to you in determining on what basis to evaluate the student teacher? (please elaborate if desired)

5. By requiring the student teacher to sign the evaluation, thus indicating that he/she has reviewed and had the evaluation explained to he/her, do you think that the evaluation will become (more, less, no difference) meaningful as an indicator of the student teaching performance? (please elaborate if desired)

6. (For administrators only)
In comparing the instruments, which of the two instruments is more useful [valid and usable] to you in the hiring process, and why?

A P P E N D I X H

Questionnaire Responses

STUDENT TEACHERS SUPERVISED AND QUESTION RESPONSES

GENERAL COMPARISON QUESTION

Enclosed is a copy of the Current USU Student Teaching Evaluation form and a draft of the Proposed Evaluation form. Please review the two forms and note your impressions, likes, dislikes, and suggestions for improvement of the DRAFT instrument as compared with the CURRENT instrument.

# of student teachers	Positive	Negative	No Difference	No Response
30+	9	1	3	9
15+	2	0	1	6
0+	11	0	0	17

EVALUATIVE AREAS QUESTION

Are the evaluation areas in the PROPOSED instrument, as compared to the CURRENT instrument, (easier, more difficult, no difference) to use in determining the performance of the student teacher to be evaluated? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
30+	15	4	1	2
15+	8	1	0	0
0+	22	1	3	2

EVALUATION SCALES QUESTION

Are the indicator scales of the PROPOSED instrument (more, less, the same) useful [valid and usable] in making an evaluation of the student teacher? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
30+	16	2	4	0
15+	5	1	2	1
0+	18	1	9	0

CRITERIA VALUES QUESTION

Are the numeric value explanations [as listed on page 1 of the PROPOSED form] more (helpful, confusing, no effect) in establishing a frame of reference fro evaluating the student teacher? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
30+	19	8	8	3
15+	8	0	0	1
0+	25	0	3	0

SKILL INDICATORS QUESTION

The evaluation areas are followed by indicators of skills and/or behaviors that the student teacher should exhibit. Are these indicators (useful [valid and usable], confusing, no effect) to you in determining or what happens to evaluate the student teacher? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
30+	16	4	1	1
15+	8	1	0	0
0+	26	1	0	1

STUDENT TEACHER'S SIGNATURE QUESTION

By requiring the student teacher to sign the evaluation, thus indicating that he/she has reviewed and had the evaluation explained to him/her, do you think that the evaluation will become (more, less, no difference) meaningful as an indicator of the student teaching performance? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
30+	14	2	6	0
15+	3	3	2	1
0+	18	2	8	0

ADMINISTRATOR'S QUESTION

(For administrators only) In comparing the instruments, which of the two instruments is more useful [valid and usable] to you in the hiring process, and why?

Of the 14 administrators who responded to the questionnaire, all indicated that they favored the PROPOSED instrument. Most indicated that the indicators, established criteria, and enlarged area for supervisor responses provided a more detailed picture of the student teacher's performance.

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YEARS EXPERIENCE AND QUESTION RESPONSES

GENERAL COMPARISON QUESTION

Enclosed is a copy of the Current USU Student Teaching Evaluation form and a draft of the Proposed Evaluation form. Please review the two forms and note your impressions, likes, dislikes, and suggestions for improvement of the DRAFT instrument as compared with the CURRENT instrument.

Years Experience

	Positive	Negative	No Difference	No Response
30+	7	0	1	1
15+	7	1	2	19
0+	9	0	2	10

EVALUATIVE AREAS QUESTION

Are the evaluation areas in the PROPOSED instrument, as compared to the CURRENT instrument, (easier, more difficult, no difference) to use in determining the performance of the student teacher to be evaluated? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
30+	6	2	0	1
15+	22	4	1	2
0+	18	0	3	0

EVALUATIVE SCALES QUESTION

Are the indicator scales of the PROPOSED instrument (more, less, the same) useful [valid and usable] in making an evaluation of the student teacher? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
30+	7	0	2	0
15+	18	2	8	1
0+	15	1	5	0

CRITERIA VALUES QUESTION

Are the numeric value explanations [as listed on page 1 of the PROPOSED form] more (helpful, confusing, no effect) in establishing a frame of reference fro evaluating the student teacher? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
30+	9	0	0	0
15+	24	0	1	4
0+	19	1	1	0

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SKILL INDICATORS QUESTION

The evaluation areas are followed by indicators of skills and/or behaviors that the student teacher should exhibit. Are these indicators (useful [valid and usable], confusing, no effect) to you in determining on what basis to evaluate the student teacher? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
30+	5	2	1	1
15+	24	3	1	1
0+	21	0	0	0

STUDENT TEACHER'S SIGNATURE QUESTION

By requiring the student teacher to sign the evaluation, thus indicating that he/she has reviewed and had the evaluation explained to him/her, do you think that the evaluation will become (more, less, no difference) meaningful as an indicator of the student teaching performance? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
30+	9	0	0	0
15+	12	4	12	1
0+	14	1	6	0

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SCHOOL LEVEL ASSIGNMENT AND QUESTION RESPONSES

GENERAL COMPARISON QUESTION

Enclosed is a copy of the Current USU Student Teaching Evaluation form and a draft of the Proposed Evaluation form. Please review the two forms and note your impressions, ideas, [illegible] and suggestions for improvement of the DRAFT instrument as compared with the CURRENT instrument.

School Level	Positive	Negative	No Difference	No Response
Middle	4	0	1	5
High	8	1	4	19
Univ.	9	0	1	3
District	1	0	0	3

EVALUATIVE AREAS QUESTION

Are the evaluation areas in the PROPOSED instrument, as compared to the CURRENT instrument, (easier, more difficult, no difference) to use in determining the performance of the student teacher to be evaluated? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
Middle	9	0	1	0
High	24	3	3	2
Univ.	9	3	0	1
District	4	0	0	0

EVALUATIVE SCALES QUESTION

Are the indicator scales of the PROPOSED instrument (more, less, the same) useful [valid and usable] in making an evaluation of the student teacher? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
Middle	9	0	1	0
High	20	2	9	1
Univ.	8	1	4	0
District	3	0	1	0

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CRITERIA VALUES QUESTION

Are the numeric value explanations [as listed on page 1 of the PROPOSED form] more (helpful, confusing, no effect) in establishing a frame of reference fro evaluating the student teacher? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
Middle	10	0	0	0
High	27	1	1	3
Univ.	11	0	1	1
District	4	0	0	0

SKILLS INDICATORS QUESTION

The evaluation areas are followed by indicators of skills and/or behaviors that the student teacher should exhibit. Are these indicators (useful [valid and usable], confusing, no effect) to you in determining on what basis to evaluate the student teacher? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
Middle	9	0	1	0
High	28	2	1	1
Univ.	9	3	0	1
District	4	0	0	0

STUDENT TEACHER'S SIGNATURE QUESTION

By requiring the student teacher to sign the evaluation, thus indicating that he/she has reviewed and had the evaluation explained to him/her, do you think that the evaluation will become (more, less, no difference) meaningful as an indicator of the student teaching performance? (please elaborate if desired)

	Positive	Negative	No Difference	No Response
Middle	6	0	4	0
High	17	4	10	1
Univ.	10	1	2	0
District	1	0	3	0

* No Responses were received from the Junior High Level.

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SUBJECT MATTER AREAS AND QUESTION RESPONSES

AGRICULTURAL EDUCATION

Question	Positive	Negative	No Difference	No Response
Comparison	3	0	1	0
Eval. Areas	2	1	0	0
Eval. Scales	0	2	1	0
Criteria Value	2	0	1	0
Indicators	2	1	0	0
S.T. Signature	1	0	2	0

ART EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	0	0	0	1
Eval. Areas	1	0	0	0
Eval. Scales	1	0	0	0
Criteria Value	0	0	0	1
Indicators	1	0	0	0
S.T. Signature	1	0	0	0

BUSINESS EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	2	0	1	0
Eval. Areas	2	1	0	0
Eval. Scales	3	0	0	0
Criteria Value	3	0	0	0
Indicators	2	1	0	0
S.T. Signature	3	0	0	0

ENGLISH EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	1	0	0	6
Eval. Areas	6	0	0	1
Eval. Scales	5	0	2	0
Criteria Value	7	0	0	0
Indicators	6	1	0	0
S.T. Signature	2	1	4	0

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HOME ECONOMICS EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	1	0	2	1
Eval. Areas	3	1	0	0
Eval. Scales	1	0	0	0
Criteria Value	1	0	0	0
Indicators	3	0	0	1
S.T. Signature	2	0	2	0

INDUSTRIAL ARTS EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	1	0	0	1
Eval. Areas	2	0	0	0
Eval. Scales	1	0	1	0
Criteria Value	1	0	1	0
Indicators	2	0	0	0
S.T. Signature	1	0	1	0

FOREIGN LANGUAGE EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	1	0	0	2
Eval. Areas	3	0	0	0
Eval. Scales	2	0	1	0
Criteria Value	3	0	0	0
Indicators	2	1	0	0
S.T. Signature	2	0	1	0

MATHEMATICS EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	0	1	1	4
Eval. Areas	4	2	0	0
Eval. Scales	2	0	3	1
Criteria Value	5	0	0	1
Indicators	4	1	1	0
S.T. Signature	2	2	1	1

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MEDIA / INSTRUCTIONAL TECHNOLOGY EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	3	0	0	2
Eval. Areas	4	0	1	0
Eval. Scales	3	0	2	0
Criteria Value	4	1	.	.
Indicators	5	0	0	0
S.T. Signature	4	0	1	0

MUSIC EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	2	0	0	1
Eval. Areas	2	0	0	1
Eval. Scales	2	0	1	0
Criteria Value	3	0	0	0
Indicators	2	0	1	0
S.T. Signature	3	0	0	0

PHYSICAL EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	2	0	1	2
Eval. Areas	3	1	0	1
Eval. Scales	3	0	2	0
Criteria Value	4	0	0	1
Indicators	4	0	0	1
S.T. Signature	3	0	2	0

SCIENCE EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	3	0	0	4
Eval. Areas	5	0	2	0
Eval. Scales	6	0	1	0
Criteria Value	7	0	0	0
Indicators	7	0	0	0
S.T. Signature	4	1	2	0

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SOCIAL STUDIES EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	2	0	0	5
Eval. Areas	6	0	1	0
Eval. Scales	7	0	0	0
Criteria Value	6	0	0	1
Indicators	7	0	0	0
S.T. Signature	4	1	2	0

THEATRE ARTS EDUCATION

	Positive	Negative	No Difference	No Response
Comparison	2	0	0	0
Eval. Areas	2	0	0	0
Eval. Scales	1	1	0	0
Criteria Value	2	0	0	0
Indicators	2	0	0	0
S.T. Signature	2	0	0	0

OTHER

	Positive	Negative	No Difference	No Response
Comparison	1	0	0	1
Eval. Areas	2	0	0	0
Eval. Scales	1	0	1	0
Criteria Value	2	0	0	0
Indicators	2	0	0	0
S.T. Signature	0	0	2	0

TOTAL QUESTIONNAIRES SENT = 75 TOTAL RESPONDENTS = 60

PERCENTAGE RETURN = 80%

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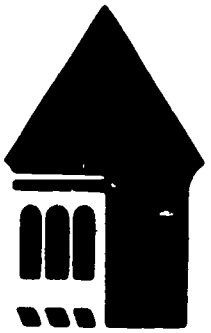
A P P E N D I X I

Final Summative Student Teaching Evaluation Instrument



UTAH STATE UNIVERSITY

Office of Student Teaching

Summative Student Teaching Evaluation for

_____

_____ quarter of 19_____.

Cooperating Teacher _____

School/District _____

Subject Area _____

University Supervisor _____

Specialty Area _____

Key to Marking

Please complete the rating of the student teacher in each of the ten areas within this form using **ink** or **typewriter.**

Using the scale provided, place an "X" on the continuum or in the box to indicate the level of performance of the student teacher at this time. The boxes numbered 5 and 1 have been provided but should only be used to describe performance which is extreme in either a positive or negative direction. **If either box (5 or 1) is marked, please detail specific examples and/or reasons for such an evaluation in the written supplement section on the last page of this form.**

5 — A superior performance rarely demonstrated by a student teacher.

4 — A performance above an acceptable standard for a student teacher.

3 — An acceptable standard of performance for a student teacher.

2 — A performance less than an acceptable standard for a student teacher.

1 — A serious deficiency in the performance of a student teacher.

N/O — No observation or insufficient information to render an evaluation.

COOPERATING TEACHER 5 4 3 2 1 N/O		UNIVERSITY SUPERVISOR 5 4 3 2 1 N/O
	TEACHER EXPECTATIONS	
☐ ☐ ☐ ☐ ☐ ☐	1. Goals are established and performance expectations are stated.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	2. An atmosphere of trust and success is formed, and the class is conducted in a business-like manner.	☐ ☐ ☐ ☐ ☐ ☐
	PRE-INSTRUCTION PLANNING	
☐ ☐ ☐ ☐ ☐ ☐	1. A working knowledge of the subject matter is displayed.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	2. Lesson plans are written (in at least an outline form), subject matter focused, and reflect ability levels of students.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	3. The classroom and materials to be used are prepared in advance and serve as facilitators of student learning.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	4. Creativity and resourcefulness are demonstrated in preparing for instruction.	☐ ☐ ☐ ☐ ☐ ☐
	CURRICULUM CONGRUENCE	
☐ ☐ ☐ ☐ ☐ ☐	1. Objectives are clearly stated and sequentially stated.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	2. Instruction is based on the objectives.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	3. Measurement/Evaluation is aligned with objectives and instruction.	☐ ☐ ☐ ☐ ☐ ☐
	INSTRUCTIONAL ACTIVITIES	
☐ ☐ ☐ ☐ ☐ ☐	1. Instruction begins promptly and constitutes 50% or more of class time.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	2. Lesson structure is provided and cognitive enhancers (i.e., advance organizers, incomplete notes) are used.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	3. Presentation is enthusiastic as demonstrated by use of speech and gestures, with smooth transitions and minimal disruptions.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	4. Presentation techniques (i.e. discussions, lectures, simulations) are varied and accompanied by daily and weekly reviews.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	5. Homework that is relevant, reviewed, and checked-off or graded is given.	☐ ☐ ☐ ☐ ☐ ☐
	TEACHER SPEECH	
☐ ☐ ☐ ☐ ☐ ☐	1. Speech is varied in pitch, quality, tone, rate, volume, and phrasing.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	2. Cause and effect conjunctions (i.e. thus, consequently) are used.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	3. Focusing clues (i.e. repetition, "write this down") are provided.	☐ ☐ ☐ ☐ ☐ ☐

COOPERATING TEACHER 5 4 3 2 1 N/O		UNIVERSITY SUPERVISOR 5 4 3 2 1 N/O
	QUESTIONING PRACTICES	
☐ ☐ ☐ ☐ ☐ ☐	1. Student comments and questions are elicited/used as lesson enhancers.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	2. Specific high- and low-order questions are used to assess student learning	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	3. Incorrect student answers are rephrased, and clues provided to enable students to respond correctly.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	4. A minimum 3-second pause follows the teacher's question.	☐ ☐ ☐ ☐ ☐ ☐
	STUDENT PROGRESS—MEASUREMENT AND EVALUATION	
☐ ☐ ☐ ☐ ☐ ☐	1. Teacher circulates and monitors seatwork providing specific corrective feedback.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	2. Written study guides are provided that include examination format relevance, purpose, and student performance expectations.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	3. Measurement situations are comfortable, free from distractions, and the opportunity for cheating is restricted.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	4. Feedback on examination responses is provided.	☐ ☐ ☐ ☐ ☐ ☐
	CLASSROOM MANAGEMENT	
☐ ☐ ☐ ☐ ☐ ☐	1. Routines, rules, expectations, and consequences are established and follow-through is consistent.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	2. "With-it-ness" is displayed by the teacher focusing on more than one class activity at a time, and "soft" reprimands and proximity controls are used.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	3. Misconduct is identified and intercession occurs immediately.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	4. Parents are included in the discipline/management process for both "good" and "bad" experiences when appropriate.	☐ ☐ ☐ ☐ ☐ ☐
	STUDENT/TEACHER INTERACTION	
☐ ☐ ☐ ☐ ☐ ☐	1. Student potential for academic achievement is encouraged.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	2. Student academic progress is reinforced using praise which is specific, sincere, relevant, and given contingently.	☐ ☐ ☐ ☐ ☐ ☐
	PERSONAL ATTRIBUTES	
☐ ☐ ☐ ☐ ☐ ☐	1. Self-control is demonstrated.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	2. The teacher is personable and practices a willingness to listen.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	3. Maintains and demonstrates a sense of humor.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	4. Stimulates student interest/enjoyment of the class.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	5. Maintains an appearance appropriate to the situation.	☐ ☐ ☐ ☐ ☐ ☐
☐ ☐ ☐ ☐ ☐ ☐	6. Functions professionally with other staff members.	☐ ☐ ☐ ☐ ☐ ☐

COOPERATING TEACHER'S SUPPLEMENT

Please supplement your rating with a statement of this student teacher's performance and teaching potential. Be specific and provide examples when appropriate.

Name _____
(Please type or print)

Signature _____

Date _____

UNIVERSITY SUPERVISOR'S SUPPLEMENT

Please supplement your rating with a statement of this student teacher's performance and teaching potential. Be specific and provide examples when appropriate.

Name _____
(Please type or print)

Signature _____

Date _____

STUDENT TEACHER'S SIGNATURE

My signature indicates that I have read and had this evaluation explained to me by my ☐ Cooperating teacher ☐ University supervisor. However, my signature does not necessarily indicate an agreement with the evaluation.

_____ Date

_____ Signature

A P P E N D I X J

Proposed Mid-Term Formative Evaluation Instrument

STUDENT TEACHER
FORMATIVE EVALUATION INSTRUMENT

STUDENT TEACHER _____ DATE _____

COOPERATING TEACHER _____

RATING KEY:

5 - High quality performance rarely seen from a student teacher.
4 - Performance above an acceptable standard for a student teacher.
3 - An acceptable standard of perfromance for a student teacher.
2 - A performance less than an acceptable standard for a student teacher.
1 - A serious deficiency in the performance of a student teacher.
N/O - No observation (write N/O in scale area if not observed)

	5	4	3	2	1
A. TEACHER EXPECTATIONS					
1. Performance expectations are stated.					
2. Goals are established and expressed.					
3. Atmosphere of trust and success established, and class is businesslike.					
B. PRE-INSTRUCTION PLANNING					
1. Lesson plans are written (minimum of outline), subject matter focused, at student ability levels.					
2. Materials are prepared in advance, and facilitate student learning.					
3. Classroom prepared in advance and learning centered.					
C. CURRICULUM CONGRUENCE					
1. Objectives are stated, valid and sequentially ordered.					
2. Instruction is based on objectives.					
3. Measurement / Evaluation is aligned with objectives & Instruction.					

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	5	4	3	2	1
D. INSTRUCTIONAL ACTIVITIES					
1. Instruction begins promptly.					
2. 50% + of classtime is dedicated to instruction.					
3. Lesson structure is provided and cognitive enhancers (i.e. cognitive maps, advance organizers) are used.					
4. Enthusiasm is demonstrated through speech, gestures and expression.					
5. Transitions are smooth & disruptions are minimal.					
6. Reviews are held daily and weekly.					
7. Presentation techniques are varied.					
8. Homework that is relevent, reviewed, and checked-off or graded is assigned.					
E. TEACHER SPEECH					
1. Speech is varied in pitch, quality, tone, rate, volume and phrasing.					
2. Causes and effect conjunctions (thus, therefore) are used.					
3. Focusing clues (repetition, "write this down") are used.					
F. QUESTIONING PRACTICES					
1. Student questions are encouraged.					
2. Student comments are elicited and used.					
3. Specific questions are asked to determine understanding.					

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	5	4	3	2	1
4. High and Low order questions are used.					
5. Incorrect responses are rephrased, and/or clues provided to allow students to reanswer correctly.					
6. A minimum 3 second pause follows teacher question.					
G. PROGRESS: MEASUREMENT / EVALUATION					
1. Teacher circulates and monitors seatwork.					
2. Specific corrective feedback is provided.					
3. Format, use, relevence, and expectations are given for examinations.					
4. Written study guides are provided.					
5. Measurement situations are comfortable, distraction free, and the opportunity for cheating is restricted.					
6. Feedback is provided for responses.					
H. CLASSROOM MANAGEMENT					
1. Teacher establishes routines, rules, expectations, and consequences, and is consistent in follow through.					
2. Misconduct is identified and intercession is immediate.					
3. "Withitness" - teacher focuses on multiple activities at one time.					
4. "Soft" reprimands and proximity control are used.					
5. Parents are involved in discipline / management process.					

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	5	4	3	2	1
I. STUDENT / TEACHER INTERACTION					
1. Student actively engaged and encouraged.					
2. Academic progress for all students is reinforced.					
3. Praise is specific, sincere, relevent and contingent.					
4. Teacher recognizes and praises student progress.					
J. PERSONAL ATTRIBUTES					
1. Demonstrates a working knowledge of the subject matter.					
2. Displays self-control.					
3. Is personable - has a "we" rapport with students.					
4. Practices a willingness to listen.					
5. Maintains a sense of humor.					
6. Appearance is appropriate to the situation.					
7. Stimulates student interest/enjoyment of class.					
8. Functions professionally with other teaching staff members.					

COMMENTS:

I have read and had this evaluation explained to me.

Student Teacher _____ Date _____