

STUDENT TEACHER EVALUATION
Multiple Subject Credential Program – San Francisco State University
 Final Evaluation due 14th week of semester

Student Teacher Name:		Date:	
Master Teacher		School and Grade Level	

Directions: The purpose of this evaluation is to provide feedback to the student teacher so s/he may improve her/his teaching. This final evaluation is used in determining the student teacher’s suitability for a credential. Please score each item in each category according to the scale given below. In the comments sections, please note any outstanding examples of strengths and/or suggestions for improvement.

SECTION II – Please indicate the rating number (3 - 0). Use comment section to expand

Competent (3)	Making Good Progress (2)	Needs improvement (1)	Not Able to Determine (0)
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TPE 1: Engaging and Supporting All Students in Learning

	Shows knowledge of students – interests, needs, culture, language		Knowledge of UDL and MTSS to support wide range of learners
	Maintains on-going communication with students and families		Promotes critical, creative and analytic opportunities
	Monitors student learning for active engagement		Provides support for language development (SDAIE)

Comments:

TPE 2: Creating and Maintaining Effective Environments for Student Learning

	Promotes positive interventions, restorative justice, conflict resolution to foster a caring community and respect for all		Knowledge of available resources to support all students including those who have experienced trauma and other difficult situations
	Promotes positive interactions and a culturally responsive environment		Maintains high expectations and appropriate support for all
	Establishes and maintains a tolerant and safe environment for all		Establishes and maintains clear expectations for positive behavior

Comments:

TPE 3: Understanding and Organizing Subject Matter for Student Learning

	Knowledge of State Standards and curriculum frameworks		Supports the acquisition and use of academic language for the full range of learners in the least restrictive environment
	Uses knowledge of students to guide curriculum		Use of resources and technology to facilitate equitable access to the curriculum
	Designs and implements cross-disciplinary instruction		Models digital literacy and digital citizenship, including respecting copyright laws, while maintaining internet security
	Consults and collaborates with others to plan for effective instruction		Demonstrates knowledge of effective teaching strategies aligned with recognized educational technology standards.

Comments:

TPE 4 Planning Instruction and Designing Learning Experiences for All Students (provide rating of 3 – 0)

Locates and applies student information for purposes of instruction	Promotes student success by providing individual learning needs
Understands & applies knowledge of child development to inform instructional planning	Accesses a variety of resources for planning – community, colleagues, coaching, networking
Designs & implements integration of content areas for instruction	Plans and promotes a range of communication strategies between teacher and amongst students to encourage participation
Appropriate use of technology, principles of UDL & MTSS, meeting the needs of all English learners, modifications for students with disabilities, peer to peer support, community resources	Promotes digital literacy and offers students multiple means to demonstrate their learning

Comments:

TPE 5 Assessing Student Learning (provide rating of 3– 0)

Applies knowledge of purposes and different types of assessments	Uses assessment information in a timely manner to assist students
Uses data to plan for and modify instruction	Works with specialists to interpret assessments
Involves students in self-assessment and reflection on learning goals	Interprets English learners' assessment data to help plan instruction
Uses technology as appropriate to support assessment and communication of learning outcomes to students and families	Uses assessment data to plan for, differentiate, and make accommodations or to modify instruction

Comments:

TPE 6 Developing as a Professional Educator (provide rating of 3 – 0)

Reflect on own teaching practice to plan for student learning	Demonstrates involvement with others in the community to support teacher and student learning
Recognizes own values and biases. Exhibits positive dispositions of caring, support, acceptance and fairness towards all.	Understands and enacts roles and responsibilities as mandated reporters and complies with all laws
Establishes professional learning goals, and makes progress to improve practice.	Understand the structure and history of public education and school governance

Comments:

Master Teacher Signature: _____ *Date:* _____

Master Teacher Email: _____

Student Teacher Signature: _____ *Cohort #:* _____

* My signature indicates that I have had an opportunity to read and discuss this evaluation with my master teacher and/or university practicum supervisor.