**Final Student Evaluation Form**

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| VolsTeach Student |  | Grade Level/Subject |  |
| Mentor Teacher |  | Date/Semester |  |
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**Domain: Instruction**

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| **Indicator: Questioning** |
| **BEGINNING (TEAM Level 1)** | **AT EXPECTATIONS (TEAM Level 3)** |
| * Teacher questions are inconsistent in quality and include few question types:
	+ knowledge and comprehension;
	+ application and analysis; and
	+ creation and evaluation.
* Questions are random and lack coherence.
* A low frequency of questions is asked.
* Questions are rarely sequenced with attention to the instructional goals.
* Questions rarely require active responses (e.g. whole-class signaling, choral responses, or group and individual answers).
* Wait time is inconsistently provided.
* The teacher mostly calls on volunteers and high ability students.
 | * Teacher questions are varied and high quality, providing for some, but not all, question types:
	+ knowledge and comprehension;
	+ application and analysis; and
	+ creation and evaluation.
* Questions are usually purposeful and coherent.
* A moderate frequency of questions asked.
* Questions are sometimes sequenced with attention to the instructional goals.
* Questions sometimes require active responses (e.g. whole-class, signaling, choral responses, or group and individual answers).
* Wait time is sometimes provided.
* The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex.
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**Comments:**

**Domain: Instruction**

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| **Indicator: Thinking** |
| **BEGINNING (TEAM Level 1)** | **AT EXPECTATIONS (TEAM Level 3)** |
| The teacher implements no learning experiences that thoroughly teach any type of thinking.The teacher provides no opportunities where students:* Generate a variety of ideas and alternatives; or
* Analyze problems from multiple perspectives and viewpoints
 | The teacher thoroughly teaches one type of thinking:* analytical thinking, where students analyze, compare and contrast, and evaluate and explain information;
* practical thinking, where students use, apply, and implement what they learn in real-life scenarios;
* creative thinking, where students create, design, imagine, and suppose; and
* research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems.

The teacher provides opportunities where students:* generate a variety of ideas and alternatives; and
* analyze problems from multiple perspectives and viewpoints.
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**Comments:**

**Domain: Planning**

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| **Indicator: Instructional Plans** |
| **BEGINNING (TEAM Level 1)** | **AT EXPECTATIONS (TEAM Level 3)** |
| Instructional plans include:* few goals aligned to state content standards;
* activities, materials, and assessments that:
	+ are rarely aligned to state standards.
	+ are rarely logically sequenced.
	+ rarely build on prior student knowledge
	+ inconsistently provide time for student work,
	+ and lesson and unit closure;
* little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and
* little evidence that the plan provides some
* opportunities to accommodate individual student needs.
 | Instructional plans include:* goals aligned to state content standards;
* activities, materials, and assessments that:
	+ are aligned to state standards.
	+ are sequenced from basic to complex.
	+ build on prior student knowledge.
	+ provide appropriate time for student work,
	+ and lesson and unit closure;
* evidence that plan is appropriate for the age,

knowledge, and interests of most learners; and* evidence that the plan provides some opportunities to accommodate individual student needs.
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**Comments:**

**Domain: Environment**

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| **Indicator: Respectful Culture** |
| **BEGINNING (TEAM Level 1)** | **AT EXPECTATIONS (TEAM Level 3)** |
| * Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.
* Students exhibit disrespect for the teacher.
* Student interaction is characterized by conflict, sarcasm, or put-downs.
* Teacher is not receptive to interests and opinions of students.
 | * Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures.
* Students exhibit respect for the teacher and are generally polite to each other.
* Teacher is sometimes receptive to the interests and opinions of students.
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**Comments:**

**Domain: Instruction**

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| **Indicator: Motivating Students** |
| **BEGINNING (TEAM Level 1)** | **AT EXPECTATIONS (TEAM Level 3)** |
| * The teacher rarely organizes the content so that it is personally meaningful and relevant to students.
* The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued.
* The teacher rarely reinforces and rewards effort.
 | * The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.
* The teacher sometimes develops learning

experiences where inquiry, curiosity, and exploration are valued.* The teacher sometimes reinforces and rewards effort.
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**Commments:**

**What are two strengths this student exhibited during the semester:**

**1.)**

**2.)**

**What are two areas students should focus their professional growth on for next semester (feel free to offer suggestions on what they can to do grow in the area)**

**1.)**

**2.)**