

## STUDENT TEACHER SELF EVALUATION

Evangel University  
1111. N. Glenstone Avenue  
Springfield, Missouri 65802

Date:

Name of Student: \_\_\_\_\_ Semester:  Fall \_\_\_\_\_  Spring \_\_\_\_\_  Summer \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ School: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Level: \_\_\_\_\_ Grades or Courses: \_\_\_\_\_

**Directions:** Each of the qualities listed below is divided into three sections. Each section is divided into two degrees and numbered from 5 *the highest* to 0 *the lowest rating*. Please check the number that best describes *you*, the student teacher.

### I. ACADEMIC PREPARATION

ACADEMIC COMPETENCE	5 <input type="checkbox"/> Excellent mastery of subject; relates subject to other academic disciplines.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Fair knowledge of subject; somewhat lacking in depth.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Inadequate knowledge; unfamiliar with supporting content.	0 <input type="checkbox"/>
PLANNING	5 <input type="checkbox"/> Instructional plans are clearly stated and attainable.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Evidence of planning; plans need to be more explicit.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Instructional plans are not well designed.	0 <input type="checkbox"/>
INSTRUCTIONAL OBJECTIVES	5 <input type="checkbox"/> Clearly stated in behavioral terms; capable of being achieved and evaluated.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Fairly well stated; ultimate goals and evaluative techniques somewhat unclear.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Poorly stated objectives; lacks insight regarding students' behavior.	0 <input type="checkbox"/>
INSTRUCTIONAL MATERIALS	5 <input type="checkbox"/> Materials are well-organized; utilized in a logical manner.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Materials are fairly well-organized.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Materials are poorly organized; little evidence of preplanning.	0 <input type="checkbox"/>
INSTRUCTIONAL METHODS AND ACTIVITIES	5 <input type="checkbox"/> Methods and activities appropriate to content and objectives.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Methods and activities somewhat appropriate to content and objectives.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Methods and activities lack relevance to content and objectives.	0 <input type="checkbox"/>
REFLECTIVE PRACTICE/STUDENT LEARNING	5 <input type="checkbox"/> Reflects on practice to improve student learning.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Connection between reflection and student learning is evident.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Is not able to meaningfully reflect on practice.	0 <input type="checkbox"/>
TEACHER EFFECTIVENESS/STUDENT LEARNING	5 <input type="checkbox"/> Students show significant growth in knowledge and skills after instruction.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Students show some growth in knowledge and skills after instruction.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Students show minimal growth in knowledge and skills after instruction.	0 <input type="checkbox"/>
COMMUNICATION SKILLS	5 <input type="checkbox"/> Excellent verbal and nonverbal communication skills; explanations clear; vocabulary appropriate.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Average verbal and nonverbal communication skills; fair ability to explain.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Frequent errors in verbal and nonverbal communication; vague explanations.	0 <input type="checkbox"/>
DISCUSSION/QUESTIONING STRATEGY	5 <input type="checkbox"/> Questions and discussions challenging; interesting and stimulating; high student participation.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Questions and discussions frequently lack depth; average student participation.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Questions and discussions are without purpose; low student participation.	0 <input type="checkbox"/>
CLASSROOM MANAGEMENT SKILLS	5 <input type="checkbox"/> Efficient management; students are attentive and display behavior appropriate to setting.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Satisfactory organization; some behavioral problems.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Poor organization; many behavioral problems.	0 <input type="checkbox"/>
EVALUATION TECHNIQUES	5 <input type="checkbox"/> Uses assessment to inform; proper testing and grading procedures.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Evaluation procedures lack variety; not always relevant to instruction.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Evaluation procedures are poor; little relevance to instruction.	0 <input type="checkbox"/>

**II. HUMAN RELATIONS/PERSONALITY**

INTERPERSONAL RELATIONSHIPS	5 <input type="checkbox"/> Demonstrates sensitivity, cooperation, willingness to listen and acts on suggestions.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Is fairly cooperative and sensitive. Will listen to suggestions.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Lacks sensitivity and cooperation. Seems easily disturbed by criticism or suggestions.	0 <input type="checkbox"/>
MOTIVATION AND INTEREST	5 <input type="checkbox"/> Displays enthusiasm; sustains class interest; sensitive to class reactions; uses appropriate reinforcements.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Average class interest; motivational techniques need improvement.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Insensitive to class reactions; cannot sustain interest; uses inappropriate reinforcements.	0 <input type="checkbox"/>

**III. VALUE SYSTEM/PROFESSIONALISM**

CHARACTER TRAITS	5 <input type="checkbox"/> Highly dependable, prompt and adaptable.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Usually demonstrates dependability, promptness and adaptability.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Seems to lack dependability and adaptability.	0 <input type="checkbox"/>
INITIATIVE	5 <input type="checkbox"/> Recognizes problems and seeks positive solutions.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Average initiative; takes action when solutions are suggested.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Lacks initiative; must be constantly guided.	0 <input type="checkbox"/>
PERSONAL APPEARANCE	5 <input type="checkbox"/> Neatly and appropriately dressed; well-groomed.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Appearance fair; makes average impression.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Careless in dress; unkempt.	0 <input type="checkbox"/>

**IV. WELLNESS**

EMOTIONAL STABILITY	5 <input type="checkbox"/> Exhibits a stable, well-balanced emotional makeup.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Generally exhibits a stable, well-balanced emotional makeup.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Exhibits some extremes in behavior.	0 <input type="checkbox"/>
PHYSICAL WELLNESS	5 <input type="checkbox"/> Exhibits physical wellness and energy.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Is fairly healthy and energetic.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Lacks energy and stamina.	0 <input type="checkbox"/>

**V. MULTICULTURAL AWARENESS**

INDIVIDUAL DIFFERENCES	5 <input type="checkbox"/> Provides for individual differences of students; based on the belief all students can learn.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Little provision for individual differences; multilevel approach not extensive.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Disregards individual differences of students.	0 <input type="checkbox"/>
CULTURAL AWARENESS	5 <input type="checkbox"/> Instruction builds on and connects with students' culture and background.	4 <input type="checkbox"/>	3 <input type="checkbox"/> Instruction demonstrates some evidence of sensitivity to cultural differences.	2 <input type="checkbox"/>	1 <input type="checkbox"/> Instruction shows no evidence of sensitivity to cultural differences.	0 <input type="checkbox"/>

Comments on Student Teaching experience:

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_