**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.)**