

**UNIVERSITY OF PUERTO RICO – AGUADILLA
 TEACHER PREPARATION PROGRAM
 PROGRAMA DE PREPARACIÓN DE MAESTROS**

**Candidate Final Evaluation Form
 Teaching Practice in Elementary/Secondary School
 (EDPE 4340/ EDPE 4246)
 Evaluation by: Cooperating teacher**

Academic Year: 200 ___ - 200 ___

Semester: I ___ II ___

Candidate	
Practice center	
Principal	
Cooperating teacher	
Subject	Spanish ___ Mathematics ___ Social Studies ___ English ___ Science ___
Level	Elementary _____ Secondary _____
Grade	1st___ 2nd___ 3rd___ 4th___ 5th___ 6th___ 7th___ 8th___ 9th___ 10th___ 11th___ 12th___

Instructions:

- Read each evaluative criterion and determine the punctuation according to the evidence that justifies the work done by the candidate during his/her teaching practice period.
- Add each criterion's punctuation and determine its corresponding percentage.
- Discuss the evaluation with the candidate.
- This evaluation will be signed by: cooperative teacher, cooperative director, candidate, and practice-teaching supervisor.
- Such evaluation will be signed by: the cooperating teacher, principal, candidate, and practice supervisor.
- Offer some suggestion or recommendation that can help improve the educational practice process.
- Place the evaluation in a sealed envelope and return it to the practice supervisor.

Punctuation:

The punctuation given corresponds to the following scale:

- | | |
|-------------------------|--|
| 3 = Excelling | Meets all the required elements within the criterion. |
| 2 = Proficient | Partially meets the required elements within the criterion. |
| 1 = Acceptable | Seldom meets the required elements within the criterion. |
| 0 = Unacceptable | Does not meet the required elements within the criterion. |

Criteria	Observation level				Comments
	Excelling	Proficient	Acceptable	Unacceptable	
A. Professionalism					
1. Shows self-control in difficult situations.	3	2	1	0	
2. Respects others' opinions.	3	2	1	0	
3. Shows ability to establish good interpersonal relationships and adapts him/herself to work with others.	3	2	1	0	
4. Uses his/her professional dress code daily.	3	2	1	0	
TOTAL:					<u> </u> / 12
B. Teaching/learning process					
	Excelling	Proficient	Acceptable	Unacceptable	Comments
1. Uses a variety of techniques that responds to the program's objectives and to the students' interests.	3	2	1	0	
2. Includes in plans activities that promote critical thinking and values.	3	2	1	0	
3. Encourages discussion and other activities so the students learn to organize and express their ideas clearly and precisely.	3	2	1	0	
4. Applies the curriculum in a flexible and functional way, adapting it to the students' needs and interests.	3	2	1	0	
5. Uses a diversity of available equipment and materials (films, transparencies, PowerPoint presentations, etc.) and handles them adequately.	3	2	1	0	
6. Uses complementary services for teaching (library, social worker, counselor, etc.) to enrich his students' educational experiences.	3	2	1	0	
7. Shows mastery of the subject matter.	3	2	1	0	

Criteria	Observation level				
8. Clearly communicates his/her ideas orally and in writing.	3	2	1	0	
9. Masters the writing of operational objectives and the skills required in the planning process.	3	2	1	0	
10. Masters the methods and teaching techniques.	3	2	1	0	
11. Develops a variety of pertinent teaching activities according to the objectives, needs, and topic under study.	3	2	1	0	
12. Prepares and uses visual and/or technological materials and integrates them adequately to the teaching and learning process.	3	2	1	0	
13. Keeps updated the required documents, such as anecdotic, school, class and tabulation roll books; plans; and weekly reflective diary.	3	2	1	0	
14. Aligns the operational objectives with the standards of the subject taught.	3	2	1	0	
15. Possesses knowledge and mastery of the academic standards of excellence.	3	2	1	0	
16. Integrates classes with the content of other subjects and the students' life experiences	3	2	1	0	
17. Demonstrates and shows concern and action for students who need special education.	3	2	1	0	
18. Shows mastery of classroom management and/or develops an action plan to correct situations that require it.	3	2	1	0	
TOTAL:					____ / 54

Criteria	Observation level				Comments
	Excelling	Proficient	Acceptable	Unacceptable	
C. Evaluation					
1. Develops and uses techniques as well as evaluation and assessment tools that encourage learning and the building of knowledge.	3	2	1	0	
2. Takes into consideration the school's evaluation and assessment process when writing and revising the instruments designed for such purpose.	3	2	1	0	
3. Keeps the students informed about their academic progress.	3	2	1	0	
3. Analyzes the evaluation and assessment results obtained by the students and offers alternatives geared toward the improvement of academic performance.	3	2	1	0	
TOTAL:					<u> </u> / 12
D. Attendance and punctuality	Excelling	Proficient	Acceptable	Unaccept-able	Comments
1. Attends classes punctually and gets to the classroom before the school day begins.	3	2	1	0	
2. Notifies in advance if he/she would be absent and leaves the work planned for the day.	3	2	1	0	
TOTAL:					<u> </u> / 6
E Potentiality and growth capacity	Excelling	Proficient	Acceptable	Unaccept-able	Comments
1. Accepts and puts into practice the suggestions and recommendations of his/her cooperating teacher.	3	2	1	0	
TOTAL:					<u> </u> / 3

Evaluation Criteria	Points	Total of points obtained
A. Professionalism	12	
B. Teaching/learning process	54	
C. Evaluation	12	
D. Attendance and punctuality	6	
E. Potentiality and growth (improvement) capacity	3	
TOTAL	87	

Scale Table	Criteria	Grade
87 - 78	Excelling	A
77 - 70	Proficient	B
69 - 61	Acceptable	C
60 - 52	Unacceptable	D
51 - 0	Unacceptable	F

Punctuation: _____
Percentage: _____
Final Grade: _____

Cooperative Teacher

Date

Cooperative Director

Date

Candidate

Date

Teaching Practice Supervisor

Date

© Document developed at UPR-Aguadilla by Prof. Nydia E. Ugarte Avilés, Teaching Practice Coordinator and Supervisor, and Prof. Michelle Crespo Ortiz, Teaching Practice Supervisor

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