

**UNIVERSITY OF PUERTO RICO – AGUADILLA  
 TEACHERS’ PREPARATION PROGRAM**

**Student Teaching Evaluation**

**Evaluated by: Practice Supervisor**

**(Assessment # 4)**

**Academic Year: 200\_\_ - 200\_\_**

**Semester: I \_\_ II \_\_**

<b>Candidate:</b>	
<b>Practice Center:</b>	
<b>Cooperating Teacher:</b>	
<b>Subject Matter:</b>	Spanish__ Mathematics __ Social Studies __ English __ Science__
<b>Level: __ Elementary</b> <b>__ Secondary</b>	<b>Grade</b> 1 <sup>st</sup> __ 2 <sup>nd</sup> __ 3 <sup>rd</sup> __ 4 <sup>th</sup> __ 5 <sup>th</sup> __ 6 <sup>th</sup> __  7 <sup>th</sup> __ 8 <sup>th</sup> __ 9 <sup>th</sup> __ 10 <sup>th</sup> __ 11 <sup>th</sup> __ 12 <sup>th</sup> __
<b>Theme:</b>	
<b>Objective(s):</b>	
<b>Date:</b>	

**Important Notes:**

1. The candidate’s evaluation is based upon the competences included in the document’s first column.

2. The score given corresponds to the following scale:

4 = Excelling	Applies excellently the relevant criteria to the teaching-learning process demonstrating a high level of skills and self-confidence.
3 = Proficient	Applies adequately the relevant criteria to the teaching-learning process, but demonstrates a low level of difficulty.
2 = Acceptable	Applies partially the relevant criteria to the teaching-learning process and demonstrates a high level of difficulty.
1 = Not Acceptable	Applies incorrectly the relevant criteria to the teaching-learning process.
0 = Not Evidenced	Does not apply the relevant criteria to the teaching-learning process.

**I. Competence: Knowledge and mastery of the subject-matter and the effective teaching planning process.**

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>TESOL</b>	<b>Observations</b>
1. Objectives clearly stated. Includes condition, content, behavior, and criterion.						6	
2. ECA strategy adequately applied.						5, 6	
3. Objectives, content standard, performance standards, and assessment standards adequately aligned, as well as grade level expectations.						6	
4. Develops teaching activities that promote the development of critical thinking skills and values.						5, 6, 8	
5. Logically develops initial, developmental, and closing activities that facilitate the development of subject concepts and skills.						6	
6. Integrates other subject-matters' concepts and students' experiences (curriculum integration).						1	
7. Teaches concepts and develops subject skills in a logical and systematic way.						1, 6	
8. Selects adequate teaching strategies and provides relevant, pertinent, and interesting examples.						6	
9. Adequate integration and use of technology to the teaching process.						7	
10. Communicates concepts and develops skills in a logical, pertinent, and clear form.						4, 8	

\*According to the subject matter.

**Total:**

\_\_\_\_\_/44

**II. Competence: Knowledge of the students, their learning process, and comprehension of student diversity.**

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>TESOL</b>	<b>Observations</b>
1. Takes into consideration student diversity and plans adequately in order to attend students' needs.						6	
2. Provides activities that integrate learning styles, intelligences, talents, strengths, and social and cultural differences.						5, 6	
3. Identifies a variety of resources, materials and activities in order to attend students' needs.						6	
4. Establishes goals according to the students' needs and abilities.						5, 6, 8	
5. Refers students, if required, in order to receive the necessary services.						6	
6. Identifies special education students, and is aware of reasonable accommodation and provides it.						1	

\*According to the subject matter.

**Total:**

\_\_\_\_/24

### III. Competence: Management of Educational Scenery

Criteria	4	3	2	1	0	TESOL	Observations
1. Adequate use of time (tiempo lectivo).						6	
2. Efficiently organizes physical environment.						5, 6	
3. Develops effective strategies for the modification of students' behavior.						6	
4. Promotes positive social interaction, motivation, and maintains students actively involved.						5, 6, 8	
5. Establishes norms that promote an adequate functioning in the classroom.						6	

**Total:** \_\_\_\_\_/20

### IV. Competence: Communication Skills

Criteria	4	3	2	1	0	TESOL	Observations
1. Communicates ideas clearly.						6	
2. Demonstrates correct oral and written expressions.						5, 6	
3. Applies correct orthography in documents and educational materials.						6	
4. Uses verbal and non-verbal language effectively in order to sponsor the integration and collaboration among students and the candidate.						5, 6, 8	

**Total:** \_\_\_\_\_/16

**V. Competence: Learning Evaluation and Assessment**

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>TESOL</b>	<b>Observations</b>
1. Writes and uses diagnostic, formative, and summative evaluation techniques and instruments in order to promote knowledge.						6	
2. Presents students the evaluation criteria that will be used for the task.						5, 6	
3. Uses formal and informal assessments to promote students' intellectual, social, emotional, and physical development.						6	
4. Organizes, tabulates, analyzes, and interprets evaluation results. Includes comments that identify strengths, and developing areas.						5, 6, 8	
5. Uses information to reteach and to guarantee students' continued development.						6	
6. Adapts evaluation instruments to attend students' needs.						1	

**Total:**

\_\_\_\_/24

**VI. Competence: Professional development, ethics, collaboration, relationship with parents and the community.**

Criteria	4	3	2	1	0	TESOL	Observations
1. Regularly attends seminars offered by the teacher preparation program and by the practice center.						6	
2. Maintains ethics in interpersonal relations.						5, 6	
3. Collaborates effectively with practice-peers, cooperative teacher, and other personnel.						6	
4. Maintains an effective relationship with parents and other community members.						5, 6, 8	

**Total :** \_\_\_\_\_/16

**VII. Competence: Management of Professional Documents**

Criteria	4	3	2	1	0	TESOL	Observations
1. Maintains students' attendance roll books updated (manual and electronic)						6	
2. Students grading roll book include the following evidence: <ul style="list-style-type: none"> <li>• Quizzes _____</li> <li>• Exam _____</li> <li>• Assignments _____</li> <li>• Assessment _____</li> <li>• Projects _____</li> <li>• Oral and/or written assignment _____</li> <li>• Others _____</li> </ul>						5, 6	
3. The tabulation roll book evidences the analysis of results.						6	
4. Anecdotal roll book presents objective and relevant evidence towards each student.						5, 6, 8	

5. The weekly reflective journal evidences that the process has been developed in a consistent form and that necessary changes have been carried out in order to improve the teaching-learning process.						6	
6. The subject-area taught is kept actualized and includes relevant information.						1	
7. The candidates attendance-form evidences his/her regular attendance (only 3 absences are allowed in case of extreme necessity and the hours must be replaced).						1, 6	

**Total:** \_\_\_\_\_/28

Competence by area	Points by area	Total of points obtained
1. Knowledge and mastery of the subject matter and of the effective teaching planning process.	40	
2. Knowledge of the students, their learning process and comprehension of student diversity.	24	
3. Management of educational scenary.	20	
4. Educational Skills	16	
5. Learning evaluation and assessment.	24	
6. Professional development, ethics, collaboration, relationship with parents and the community.	16	
7. Management of profesional documents.	28	

**Total:** 168 points \_\_\_\_\_/168



<b>Scale</b>	<b>Criteria</b>	<b>Grade</b>
<b>168 - 151</b>	Excelling	<b>A</b>
<b>150 - 134</b>	Proficient	<b>B</b>
<b>133 - 118</b>	Acceptable	<b>C</b>
<b>117 - 101</b>	Not acceptable	<b>D</b>
<b>100 - 0</b>	Not acceptable	<b>F</b>

**Score:** \_\_\_\_\_

**Percentage:** \_\_\_\_\_

**Final Grade:** \_\_\_\_\_

Supervisor's signature \_\_\_\_\_ Date \_\_\_\_\_

Candidate's signature \_\_\_\_\_ Date \_\_\_\_\_

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