



School of Education
UNIVERSITY OF WISCONSIN-MADISON

UW-MADISON STUDENT TEACHER FINAL EVALUATION

Please, provide an overall evaluation of your student teacher's work and performance in your classroom according to the following UW Madison School of Education Standards (just type right into this document), and email an electronic copy to your student teacher and to Mary Hoefflerle at hoefflerle@wisc.edu within the last week of the placement. This is not a public document and will only be kept on record in the Art Education Office and in the student's file.

Teacher candidate: _____

Cooperating teacher: _____

School and district: _____

Semester/year: _____

Recommended grade for student performance (choose from A, AB, B, BC, C, D, F): _____

Standard 1. Learner and Learning Environment			
Emerging	Proficient	Advanced	
			<i>Rapport:</i> Built healthy one-to-one and group rapport with a diverse student population: special needs, ELL/ESL, advanced learners, multicultural, and various age levels
			<i>Material management:</i> implemented an effective plan for distribution and cleanup of space, materials and tools, plus organized storage of student work
			<i>Behavior management:</i> confidently addressed disruptive situations, effectively used a variety of strategies to gain and hold student attention, consistently monitored the whole group and acted proactively to minimize misbehavior and/or teach positive behavior.
Comments (if any):			



Teacher Education Center
UNIVERSITY OF WISCONSIN-MADISON

Standard 2. Lesson Planning			
Emerging	Proficient	Advanced	
			Lesson plans convey a clearly articulated <i>central focus</i> or big idea and age-appropriate <i>learning objectives</i> that 1) relate to standards and 2) reflect important, rich art concepts.
			Lessons demonstrate <i>meaningful connections</i> to students' prior academic learning (in art or other subject areas), personal experience, and/or the art world, art history, or art careers.
			Timely and <i>organized preparation</i> of visuals, materials, and equipment for each lesson, and clear consideration of adaptations or instructional supports needed for a variety of learners.
			Asked <i>Cooperating Teacher for feedback</i> , expertise and assistance during curriculum development, and gave lesson plans to CT for review in advance of instruction.
Comments (if any):			



Standard 3. Engagement and Instruction			
Emerging	Proficient	Advanced	
			<i>Communication skills:</i> confident “teacher presence” (non-verbal gestures and facial expressions, eye contact), clear articulation and use of academic language and art vocabulary; projected a commanding voice (tone, inflection, and volume)
			Enthusiastically and interactively <i>engaged students’</i> in the lesson’s content, kept a forward momentum and managed time appropriately.
			<i>Asked open-ended, student-centered questions</i> to promote deeper thinking
			Provided students with <i>opportunities for choice</i> in ways that deepened their understanding of art (choice of subject matter/content, media, tools, and/or process).
Comments (if any):			

Standard 4. Assessment			
Emerging	Proficient	Advanced	
			<i>Formative assessment:</i> provided students with one-to-one feedback on strengths and needs related to learning objectives; posed questions instead of telling answers.
			Planned and implemented a method for <i>summative evaluation</i> of student work.
Comments (if any):			



Standard 5. Professionalism			
Needs Attention	Good	Excellent	
			Punctuality: never late.
			Strong initiative, self-motivation, work ethic, completed tasks without being reminded.
			Attended and participated in extracurricular events, PD, or community functions
			Collaborated and built rapport with CT and other staff, accepted feedback with humility.
			Healthy teacher disposition (showing interest, enthusiasm, confidence, caring, inquisitive).
			Able to reflect on and meaningfully justify their decisions related to student interactions, curriculum development, instructional and assessment strategies
Comments (if any):			

