

## Initial Teaching Experience: Classroom Teacher's Evaluation

### Student Teacher Information:

Name: \_\_\_\_\_ Email: \_\_\_\_\_

Classroom Experience Level (please check one)     302     303     402     403

### Mentor Teacher Reference:

Name: \_\_\_\_\_

Grade Level/Subject(s) \_\_\_\_\_ School \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ Prov/State: \_\_\_\_\_ Postal/Zip Code: \_\_\_\_\_

Phone Number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Number of practicum hours (time spent in classroom supporting student learning): \_\_\_\_\_

Semester:     Fall     Spring    Year: \_\_\_\_\_

**Please complete this form and email to June Smith ([june.smith@twu.ca](mailto:june.smith@twu.ca)). Your comments will be shared with the preservice teacher for formative feedback. These evaluation forms are also used as part of the preservice teacher's professional year application.**

**Overall:** How would you describe the preservice teacher's presence in the classroom context? (eg. calm? patient? anxious? responsive? attentive? confident?)

\_\_\_\_\_

\_\_\_\_\_

### Planning for Learning

<i>Competency 1 focuses on the student teacher's emerging ability to plan for effective instruction and student learning opportunities</i>	Consistently	Sometimes	Rarely	Not Observed
Creates complete and age appropriate learning plan(s)				
Shares learning plans with mentor teacher(s) for timely feedback				
Comes prepared - materials are organized				
Connects learning plan(s) to the respective jurisdiction's Curriculum (ex. BC. Curriculum)				

### Creating the Learning Environment

<i>Competency 2 focuses on the student teacher's emerging ability to monitor and respond to engagement and behaviours of students.</i>	Consistently	Sometimes	Rarely	Not Observed
Interacts with students in respectful and caring ways				
Implements the mentor teacher's strategies for transitions, procedures and routines				

## Facilitating Learning

<i>Competency 3 focuses on the student teacher's emerging ability to deliver effective instruction, respond to the learning needs, and adjust plans while teaching.</i>	Consistently	Sometimes	Rarely	Not Observed
Implements mentor teacher's suggestions and feedback				
Communicates clearly and age appropriately				
Attempts to differentiate instruction; inclusive learning strategies				
Attempts to use varied formative assessment strategies				
Responds to learning needs and engages students while teaching				
Connects learning targets, learning activities, and assessment strategies				

## Developing Professionalism

<i>Competency 4 focuses on the student teacher's professional dispositions</i>	Consistently	Sometimes	Rarely	Not Observed
Approaches practicum with humility and wonder; displaying a willingness to take risks and learn from the mentor teacher				
Demonstrates flexibility and adaptability				
Communicates in a respectful and caring manner				
Arrives punctually and prepared for practicum				
Attends practicum on scheduled days and times				
Conveys a positive attitude				
Seeks opportunities to take initiative and actively participates				
Accepts and incorporates feedback				
Reflects on emerging teaching practice through feedback conversations and revised lesson plans				

### Anecdotal Comments/Feedback:

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My recommendation of the suitability and overall potential for the preservice teacher as a teacher is:

- I highly recommend                     
  I recommend                     
  I recommend with reservation  
 I do not recommend                     
  Please contact me by telephone

\_\_\_\_\_  
Mentor Teacher(s) Signature

\_\_\_\_\_  
Date Signed