As part of our on-going program evaluation at Gustavus we are asking you to provide some feedback regarding our program as you have experienced it through our student teacher(s).

Students completing the teacher education program at Gustavus Adolphus College are expected to demonstrate competence with respect to the 10 Standards of Effective Practice for Teachers identified by the Minnesota Board of Teaching. In this assessment we have included three behavioral indicators for each of the ten standards to help define the standard. We ask that you rate the level of preparation in each standard area you were able to observe during your experience with our student teacher(s).

Please use a 5 point scale (5=excellent, 4= good, 3=adequate, 2= inadequate, 1= very weak or NO= not observed.)

1. Subject Matter  
   Selects teaching methods, activities and materials appropriate for students and the discipline.  
   Demonstrates subject mastery and general teaching knowledge.  
   Understands and teaches the connections of the discipline with other disciplines and with everyday life.

2. Student Learning  
   Demonstrates familiarity with relevant aspects of students’ base knowledge and experiences.  
   Demonstrates familiarity with how students learn and develop.  
   Provides learning opportunities that support a student's intellectual, social, and personal growth.

3. Diverse Learners  
   Demonstrates familiarity with students' cultural, ethnic, and experiential backgrounds.  
   Demonstrates familiarity with student differences in learning capabilities and approaches.  
   Provides learning opportunities that are adapted for students with diverse backgrounds and exceptionalities.

4. Instructional Strategies  
   Makes the learning goals and instructional procedures clear to students.  
   Makes content comprehensible to students.  
   Encourages students to extend their thinking to include critical thinking, problem solving, and performance skills.

5. Learning Environment  
   Creates a climate that promotes fairness and positive social interaction.  
   Communicates behavioral expectations to students and establishes consistent standards of classroom behavior.  
   Attends to making the physical environment safe and conducive to learning.

6. Communication  
   Uses knowledge of effective verbal, nonverbal and media communication techniques to foster learning.  
   Assists students to communicate effectively about their learning needs and accomplishments.  
   Effectively formulates and asks questions and stimulates discussion.

OVER
7. Planning instruction  5  4  3  2  1  NO
Articulates clear learning goals for the lesson that are appropriate for the students and the content.
Selects teaching methods, activities and materials appropriate for students and content.
Aligns goals, instruction and evaluation.

8. Assessment  5  4  3  2  1  NO
Demonstrates knowledge of and employs a variety of formal and informal assessment tools, including self-assessment strategies.
Uses assessment information to adapt instruction and support student learning.
Accurately and appropriately reports information regarding student learning.

9. Reflection and professional development  5  4  3  2  1  NO
Reflects on the extent to which the learning goals were met.
Demonstrates professional responsibility and integrity.
Uses research, colleagues, and professional development opportunities to become a better teacher.

10. Collaboration, ethics, and relationships  5  4  3  2  1  NO
Builds professional relationships with colleagues.
Communicates with parents and guardians about student learning.
Collaborates with colleagues, families, and the community to foster a healthy and productive learning environment.

11. Other  5  4  3  2  1  NO
Uses technology to enhance student learning.

Comments:

Please indicate the grade level you teach:

_____Elementary   _____Middle School   _______High School