**STUDENT TEACHER EVALUATION FORM**

**MIDSEMESTER**

**THE UNIVERSITY OF TOLEDO**

Evaluation of: Ryan Zuber

Evaluator's Name: Kristi Moler

School: Washington Jr. High

Address: 5700 Whitmer Drive, Toledo, Ohio 43613

S.S. # University

Cooperating Supervisor

Teacher

Subject: Science

Level 8

Directions: Please use the following responses to evaluate the student:

4  Commendable
3  Satisfactory
2  Marginal
1  Unsatisfactory

NO  Not Observed

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>I. PERSONAL QUALITIES:</td>
<td></td>
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<tr>
<td>A. Professional personal appearance (appropriate for instructional setting)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
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<tr>
<td>B. Initiative (leadership, resourcefulness)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
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<td>C. Dependability (leadership, punctual, responsible)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
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<td>D. Enthusiasm (demonstrates a positive, optimistic outlook; shows interest in teaching, learning, and subject matter)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
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<tr>
<td>E. Adaptability (responds appropriately to unexpected situations)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
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<tr>
<td>F. Reflective (demonstrates self and content evaluation)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
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<tr>
<td>G. Professional ethics (demonstrates ethical behavior; follows policies)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
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<tr>
<td>H. Appropriate role model (appears and reacts suitably in a variety of situations)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>NO</td>
</tr>
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</table>

| II. INTERPERSONAL SKILLS: | | | | | |
| A. Pupil-teacher interaction (interacts effectively with all students; demonstrates fairness, tact, and good judgment in working with students) | 4 | 3 | 2 | 1 | NO |
| B. Cooperation with staff (works positively with school personnel) | 4 | 3 | 2 | 1 | NO |
| C. Reaction to professional advice/criticism (responds professionally to constructive information) | 4 | 3 | 2 | 1 | NO |
III. PLANNING AND INSTRUCTIONAL COMPETENCIES:

A. Demonstrates knowledge of subject(s)
B. Selects appropriate goals and objectives to meet student needs/curriculum requirements
C. Selects learning activities which promote achievement
D. Prepares clear and complete lesson plans/units
E. Uses a variety of instructional media/materials to enhance lesson effectiveness
F. Prepares lessons that take into account student learning styles, modalities, and differences
G. Demonstrates appropriate pacing and closure (introduction, transitions to next lesson, reviews)
H. Prepares future lessons on the basis of previous instruction/student progress
I. Selects evaluation procedures based on goals and objectives
J. Maintains accurate and complete records

IV. CLASSROOM ORGANIZATION AND MANAGEMENT:

A. Establishes clear expectations for student behavior
B. Uses classroom time efficiently/effectively
C. Maintains a positive classroom climate which minimizes disruptions
D. Elicits, reinforces, and maintains learner involvement
E. Responds appropriately to off-task behavior (verbal/nonverbal)
F. Employs appropriate discipline measures and follows due process procedures

Evaluator's Signature: [Signature] Date: 3/3/3
Sign to indicate acknowledgment, but not necessarily agreement.
Student Teacher's Signature: [Signature]
Focus of the Observation: List all that apply, e.g., teaching method(s), use of materials, disciplinary technique(s), etc.

- **LECTURE AND DEMONSTRATIONS ON MATTER**
  - Ryan first asked: "What are the 2 properties of matter? (volume and mass)
  - Then the question was asked: "Is air matter?" If it is, it must have volume and mass!
  - Ryan then did 2 demonstrations to show that air does have volume and mass.
  - Then the difference between mass and weight and the concept of gravity (and what it depends on) were discussed.
  - During the lecture, Ryan was constantly asking questions (why?, what if?, etc.). This kept the students involved and thinking. - Good!
  - The students enjoyed the demonstrations. They were interesting and fun.
  - Ryan did another nice job.
  - No discipline problems.

2-27-03
Date

Signature of Wissen

2-27-03
Date

Signature of field student acknowledging discussion of above
Focus of the Observation: List all that apply, e.g., teaching method(s), use of materials, disciplinary technique(s), etc.

Ryan had the students grade their own worksheets on volcanoes. He passed out answer sheets for each student.

Groups then rehearsed their presentations (newscasts on volcanoes). They had been working on this during the week.

- Each group came to the front to practice. Ryan worked with them.
- During this time, the other groups worked on their presentations around the room.
- The groups working on their own got a little talkative. Ryan would walk over and ask them questions to help keep them on task.
Focus of the Observation: List all that apply, e.g., teaching method(s), use of materials, disciplinary technique(s), etc.

- Ryan went over lab results from the day before (comparing densities of syrup, oil, and water).
- He asked a lot of questions that made students think. (How? Why? What if?, etc) - Good!
- Ryan got everyone involved by calling on different students. - Good!
- He then started a lecture on volcanoes.
  - Again Ryan kept the students involved and on task by constantly asking questions.

No discipline problems.

Students were very attentive.

Nice job.

2-12-03
Date

Signature of Writer

Ryan
Signature of student acknowledging discussion of above

2-12-03
Date