INSTRUCTIONS FOR USING THIS EVALUATION: Please circle the appropriate description for each domain component for mid-semester and at the end of the semester.

The rating used in this instrument is based on a three point scale. It will provide opportunities for further in-depth studies of student teacher performance. A major reason is that the criteria used herein now directly conforms to the LOUISIANA ASSESSMENT FOR FIRST YEAR TEACHERS.

Items marked “Unacceptable” should be qualified under the remarks section. Strengths and areas for improvement should also be identified under the remarks section. PLEASE DO NOT LEAVE THE REMARKS SECTION BLANK. Please attach additional sheets if needed or use the back of the form.

SPACES ARE PROVIDED FOR SIGNATURES BY THE STUDENT TEACHER, SUPERVISING TEACHER, SUPERVISING PRINCIPAL, UNIVERSITY COORDINATOR AND COORDINATOR OF STUDENT TEACHING. Signatures must be provided at mid-semester and at the end of the semester.

“Responsible Leaders Engaging in Professional Practice”

**RESPONSIBLE LEADERS:**
Take responsibility for their own professional development;
Engage in reflective inquiry and use data to adjust instruction;
Engage in leadership in both the school and the community;
Inquire into and serve the profession;
Inquire into and contribute to current research and scholarship;
Engage in ethical behaviors.

**RESPONSIBLE LEADERS:**
Teach from the local ecology (culture, community, & environment);
Demonstrate responsibility for inquiring into the local ecology;
Use local knowledge to transform the learning of all students;
Demonstrate responsibility for serving the needs of students and the community.

**RESPONSIBLE LEADERS:**
Transform the lives of all students by creating positive learning environments;
Use the curriculum to advocate for social change;
Use technology to improve the lives of all students;
Advocate for students in both the school and the community;
Teach for the success of all students.

**RESPONSIBLE LEADERS:**
Demonstrate an openness to change;
Inquire into the relationship between cultural differences and learning;
Inquire into the learning needs of students;
Inquire into innovative teaching practices that meet the needs of all students;
Collaborate with all parties who have an interest in student success;
Teach students how to use technology to improve their learning.
MID-SEMESTER AND FINAL EVALUATION - NSTA

The Student Teacher Final Evaluation Form follows the Louisiana Components of Effective Teaching (LCET) document, and includes the same components identified by the State Department of Education for Level 1 certification during the first year teaching evaluation. The components of LCET include planning, management, instruction, professionalism, and school improvement. The evaluation is completed for each candidate by the university coordinator at mid-term and at the end of the semester. Data collected at mid-term is used only for candidate feedback.

Directions: Circle the description which best evaluates the extent to which competency is attained.

Domain 1 - Planning (NSTA)- The teacher candidate plans accurate and developmentally appropriate lessons in accordance with the Nicholls State University Conceptual Framework

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate specifies learner outcomes in clear, concise objectives (1.000, 16%)</td>
<td>The candidate consistently specifies learner outcomes in clear, concise objectives</td>
<td>The candidate infrequently specifies learner outcomes in clear, concise objectives</td>
</tr>
<tr>
<td>2. The candidate includes activities that develop and assess the objectives (1.000, 16%)</td>
<td>The candidate consistently includes activities that develop and assess the objectives</td>
<td>The candidate infrequently includes activities that develop and assess the objectives</td>
</tr>
<tr>
<td>3. The candidate identifies and plans for individual differences (1.000, 16%)</td>
<td>The candidate consistently identifies and plans for individual differences</td>
<td>The candidate infrequently identifies and plans for individual differences</td>
</tr>
<tr>
<td>4. The candidate identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson (1.000, 16%)</td>
<td>The candidate consistently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
<td>The candidate infrequently identifies materials that are developed from the local ecology, other than standard classroom material, as needed for the lesson</td>
</tr>
<tr>
<td>5. The candidate plans for method(s) of evaluation to measure learner outcomes (1.000, 16%)</td>
<td>The candidate consistently plans for method(s) of evaluation to measure learner outcomes</td>
<td>The candidate infrequently plans for method(s) of evaluation to measure learner outcomes</td>
</tr>
<tr>
<td>6. The candidate assists in IEP, ITP and/or IFSP development (for special education teachers only) (1.000, 16%)</td>
<td>The candidate consistently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
<td>The candidate infrequently assists in IEP, ITP and/or IFSP development (for special education teachers only)</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:


<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate organizes space, materials, and/or equipment to</td>
<td>The candidate consistently organizes space, materials, and/or equipment</td>
<td>The candidate infrequently organizes space, materials, and/or equipment</td>
</tr>
</tbody>
</table>

Domain II - Management -- (NSTA) Component B: The teacher candidate maximizes the amount of time available for instruction

1. The candidate manages routines and transitions in a timely manner (1.000, 50%)

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently manages routines and transitions in a timely manner</td>
<td>The candidate manages routines and transitions in a timely manner</td>
<td>The candidate infrequently manages routines and transitions in a timely manner</td>
</tr>
</tbody>
</table>

2. The candidate manages and/or adjusts allotted time for activities planned (1.000, 50%)

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently manages and/or adjusts allotted time for activities planned</td>
<td>The candidate manages and/or adjusts allotted time for activities planned</td>
<td>The candidate infrequently manages and/or adjusts allotted time for activities planned</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:

Domain II - Management -- (NSTA) Component C: The teacher candidate manages learner behavior to provide productive learning opportunities

1. The candidate establishes expectations for learner behavior (1.000, 50%) NSTA-2012.3d

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently establishes expectations for learner behavior</td>
<td>The candidate establishes expectations for learner behavior</td>
<td>The candidate infrequently establishes expectations for learner behavior</td>
</tr>
</tbody>
</table>

2. The candidate uses monitoring techniques to facilitate learning (1.000, 50%) NSTA-2012.3c

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently uses monitoring techniques to facilitate learning</td>
<td>The candidate uses monitoring techniques to facilitate learning</td>
<td>The candidate infrequently uses monitoring techniques to facilitate learning</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:
### Domain III - Instruction -- (NSTA) Component A: The teacher candidate delivers instruction effectively

<table>
<thead>
<tr>
<th></th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate uses technique(s) (inquiry) which develop(s) lesson objective(s) (1.000, 25%)</td>
<td>The candidate consistently uses technique(s) (inquiry) which develop(s) lesson objective(s)</td>
<td>The candidate uses technique(s) (inquiry) which develop(s) lesson objective(s)</td>
<td>The candidate infrequently uses technique(s) (inquiry) which develop(s) lesson objective(s)</td>
</tr>
<tr>
<td>2. The candidate sequences lessons to promote learning (1.000, 25%)</td>
<td>The candidate consistently sequences lessons to promote learning</td>
<td>The candidate sequences lessons to promote learning</td>
<td>The candidate infrequently sequences lessons to promote learning</td>
</tr>
<tr>
<td>3. The candidate uses community resources to promote the learning of science (1.000, 25%) NSTA-2012.6a</td>
<td>The candidate uses a wide variety of community resources to promote the learning of science</td>
<td>The candidate uses community resources to promote the learning of science</td>
<td>The candidate does not use a sufficient amount of community resources to promote the learning of science</td>
</tr>
<tr>
<td>4. The candidate adjusts lesson when appropriate using reflective practice (1.000, 25%) NSTA-2012.3c</td>
<td>The candidate consistently adjusts lesson when appropriate using reflective practice</td>
<td>The candidate adjusts lesson when appropriate using reflective practice</td>
<td>The candidate infrequently adjusts lesson when appropriate using reflective practice</td>
</tr>
<tr>
<td>5. The candidate integrates science-specific technology into instruction appropriately NSTA-2012.2b</td>
<td>The candidate consistently integrates science-specific technology into instruction appropriately</td>
<td>The candidate integrates science-specific technology into instruction appropriately</td>
<td>The candidate integrates technology that is not science-specific or integrates science-specific technology into instruction inadequately</td>
</tr>
</tbody>
</table>

**Remarks:**

Mid-Semester:

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### Domain III - Instruction -- (NSTA) Component B: The teacher candidate presents appropriate content

<table>
<thead>
<tr>
<th></th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate presents content at a developmentally appropriate level using a variety of strategies (1.000, 33%) NSTA-2012.3a</td>
<td>The candidate consistently presents content at a developmentally appropriate level using a variety of appropriate strategies</td>
<td>The candidate presents content at a developmentally appropriate level using a variety of strategies</td>
<td>The candidate presents content at a developmentally appropriate level but does not use a variety of strategies</td>
</tr>
<tr>
<td>2. The candidate presents accurate subject matter that demonstrates the candidates' knowledge and understanding of how to select appropriate teaching and learning activities (1.000, 33%) NSTA-</td>
<td>The candidate consistently presents accurate subject matter that demonstrates the candidates' high level of knowledge and understanding of how to select appropriate</td>
<td>The candidate presents accurate subject matter that demonstrates the candidates' knowledge and understanding of how to select appropriate</td>
<td>The candidate presents inaccurate subject matter that does not fully demonstrate the candidates' knowledge and understanding of how to select appropriate</td>
</tr>
</tbody>
</table>

---
### Domain III - Instruction -- (NSTA) Component C: The teacher candidate provides opportunities for student engagement in the learning process

<table>
<thead>
<tr>
<th>2012.3a</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The candidate addresses misconception, relates to real life examples, unexpected situations, or current events to the content (1.000, 33%)</td>
<td>The candidate comprehensively and consistently addresses misconception, relates to real life examples, unexpected situations, or current events to the content</td>
<td>The candidate addresses misconception, relates to real life examples, unexpected situations, or current events to the content</td>
<td>The candidate addresses some but not all of the following: misconception, relationships to real life examples, unexpected situations, or current events to the content</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:

---

### 2012.3b

1. The candidate accommodates individual differences for the equitable achievement of science literacy for all students (1.000, 25%)

2. The candidate demonstrates the ability to communicate effectively with students (1.000, 25%)

3. The candidate stimulates higher order thinking at the appropriate developmental levels to allow access so that all student can learn (1.000, 25%)NSTA-2012.3a

4. The candidate uses strategies that are inclusive and motivating for all students (1.000, 25%)NSTA-2012.3a

Remarks:
Mid-Semester:

Final:
### Domain III - Instruction -- (NSTA) Component D: The teacher candidate assesses student progress effectively

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate monitors ongoing performance of students through fair and equitable assessments (1.000, 25%) NSTA-2012.3c</td>
<td>The candidate consistently monitors ongoing performance of students through fair and equitable assessments</td>
<td>The candidate monitors ongoing performance of students but does not provide evidence of use of fair and equitable assessments</td>
</tr>
<tr>
<td>2. The candidate uses appropriate and effective technique(s) to continuously evaluate students' preconceptions and ideas (1.000, 25%) NSTA-2012.3c</td>
<td>The candidate consistently uses appropriate and effective technique(s) to continuously evaluate students' preconceptions and ideas</td>
<td>The candidate effective technique(s) to evaluate students' preconceptions and ideas but does so inconsistently</td>
</tr>
<tr>
<td>3. The candidate provides timely feedback to students regarding their progress (1.000, 25%)</td>
<td>The candidate provides timely feedback to students regarding their progress on a consistent basis</td>
<td>The candidate provides feedback to students regarding their progress but does not do so in a timely manner</td>
</tr>
<tr>
<td>4. The candidate produces evidence of student academic growth under his/her instruction through an analysis of student learning to evaluate if learning goals are met (1.000, 25%) NSTA-2012.3c</td>
<td>The candidate consistently produces evidence of student academic growth under his/her instruction through a comprehensive analysis of student learning to evaluate if learning goals are met</td>
<td>The candidate produces minimal evidence of student academic growth</td>
</tr>
</tbody>
</table>

**Remarks:**

Mid-Semester:

**Final:**

### Domain IV - Professionalism -- (NSTA) Component A: The teacher candidate plans for professional development.

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate applies ethical and legal concepts that demonstrate chemical, safety, safety procedures, and the ethical treatment of living organisms within their licensure area (1.000, 20%) NSTA-2012.3d</td>
<td>The candidate consistently applies ethical and legal concepts that demonstrate chemical, safety, safety procedures, and the ethical treatment of living organisms within their licensure area</td>
<td>The candidate applies some ethical and legal concepts that but does not fully demonstrate chemical, safety, safety procedures, and the ethical treatment of living organisms within their licensure area</td>
</tr>
<tr>
<td>2. The candidate works productively (1.000, 20%)</td>
<td>The candidate consistently works productively</td>
<td>The candidate infrequently works productively</td>
</tr>
<tr>
<td>3. The candidate meets school and university expectations (1.000, 20%)</td>
<td>The candidate consistently meets school and university expectations</td>
<td>The candidate infrequently meets school and university expectations</td>
</tr>
<tr>
<td>4. The candidate seeks professional development opportunities in their content field such as talks,</td>
<td>The candidate seeks professional development opportunities in their content</td>
<td>The candidate does not seek professional development opportunities in their content</td>
</tr>
</tbody>
</table>
### Domain V - School Improvement -- (NSTA) Component A: The teacher creates partnership with parents/caregivers and colleagues.

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning (1.000, 33%)</td>
<td>The candidate consistently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning</td>
<td>The candidate infrequently provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning</td>
</tr>
<tr>
<td>2. The candidate encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom (1.000, 33%)</td>
<td>The candidate consistently encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom</td>
<td>The candidate infrequently encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom</td>
</tr>
<tr>
<td>3. The candidate seeks community involvement in instructional programs such as conferences, research opportunities, or projects (1.000, 33%) (NSTA-2012.6b)</td>
<td>The candidate seeks community involvement in instructional programs in more than one of the following areas: conferences, research opportunities, or projects</td>
<td>The candidate does not seek community involvement in instructional programs such as conferences, research opportunities, or projects</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester:

Final:
## Domain VI - Teacher Competency - (NSTA) Component A - Safety

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The candidate designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction (1.000, 14%) NSTA-2012.4a</td>
<td>The candidate designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction</td>
<td>The candidate designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction for some but not all of the following: preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.</td>
</tr>
<tr>
<td>2. The candidate consistently designs and demonstrates activities that demonstrate an ability to implement emergency procedures (1.000, 14%) NSTA-2012.4b</td>
<td>The candidate consistently designs and demonstrates activities that demonstrate an ability to implement emergency procedures</td>
<td>The candidate infrequently designs and demonstrates activities that demonstrate an ability to implement emergency procedures.</td>
</tr>
<tr>
<td>3. The candidate consistently designs and demonstrates activities that demonstrate an ability to maintain safety equipment, policies and procedures that comply with established state and/or national guidelines (1.000, 14%) NSTA-2012.4b</td>
<td>The candidate consistently designs and demonstrates activities that demonstrate an ability to maintain safety equipment, policies and procedures that comply with established state and national guidelines</td>
<td>The candidate infrequently designs and demonstrates activities that infrequently demonstrate an ability to maintain safety equipment, policies and procedures that comply with established state and/or national guidelines.</td>
</tr>
<tr>
<td>4. The candidate ensures safe science activities appropriate for the abilities of all students (1.000, 14%) NSTA-2012.4b</td>
<td>The candidate ensures safe science activities appropriate for the abilities of all students</td>
<td>The candidate ensures safe science activities but that are not appropriate for the abilities of all students.</td>
</tr>
<tr>
<td>5. The candidate consistently designs and demonstrates activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. (1.000, 14%) NSTA-2012.4c</td>
<td>The candidate consistently designs and demonstrates activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom.</td>
<td>The candidate infrequently designs and demonstrates activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom.</td>
</tr>
<tr>
<td>6. The candidate emphasizes safe, humane, and ethical treatment of animals (1.000, 14%) NSTA-2012.4c</td>
<td>The candidate emphasizes safe, humane, and ethical treatment of animals</td>
<td>The candidate infrequently emphasizes safe, humane, and ethical treatment of animals.</td>
</tr>
<tr>
<td>7. The candidate complies with the legal restrictions on the collection, keeping, and use of living organism (1.000, 14%) NSTA-2012.4c</td>
<td>The candidate complies with the legal restrictions on the collection, keeping, and use of living organism</td>
<td>The candidate infrequently complies with the legal restrictions on the collection, keeping, and use of living organism.</td>
</tr>
</tbody>
</table>

**Remarks:**
Mid-Semester:

Final:
Domain VII - Dispositions -- (NSTA)

1. The candidate demonstrates 
   enthusiasm for teaching and 
   learning (1.000, 12%) 
   Target (3 pts) 
   The candidate consistently 
   demonstrates enthusiasm for 
   teaching and learning 
   Acceptable (2 pts) 
   The candidate demonstrates 
   enthusiasm for teaching and 
   learning 
   Unacceptable (1 pt) 
   The candidate infrequently 
   demonstrates enthusiasm for 
   teaching and learning 

2. The candidate demonstrates 
   initiative (1.000, 12%) 
   Target (3 pts) 
   The candidate consistently 
   demonstrates initiative 
   Acceptable (2 pts) 
   The candidate demonstrates 
   initiative 
   Unacceptable (1 pt) 
   The candidate infrequently 
   demonstrates initiative 

3. The candidate conveys confidence 
   and professionalism when 
   interacting with students, peers, 
   and/or professionals in small and 
   large group situations (1.000, 12%) 
   Target (3 pts) 
   The candidate consistently 
   conveys confidence and 
   professionalism when 
   interacting with students, peers, 
   and/or professionals in small and 
   large group situations 
   Acceptable (2 pts) 
   The candidate conveys 
   confidence and 
   professionalism when 
   interacting with students, 
   peers, and/or professionals in 
   small and large group 
   situations 
   Unacceptable (1 pt) 
   The candidate infrequently 
   conveys confidence and 
   professionalism when 
   interacting with students, peers, 
   and/or professionals in 
   small and large group 
   situations 

4. The candidate meets assignment 
   due dates (1.000, 12%) 
   Target (3 pts) 
   The candidate consistently 
   meets assignment due dates 
   Acceptable (2 pts) 
   The candidate meets 
   assignment due dates 
   Unacceptable (1 pt) 
   The candidate infrequently 
   meets assignment due dates 

5. The candidate's dress and 
   grooming are appropriate (1.000, 
   12%) 
   Target (3 pts) 
   The candidate's dress and 
   grooming are consistently 
   appropriate 
   Acceptable (2 pts) 
   The candidate's dress and 
   grooming are appropriate 
   Unacceptable (1 pt) 
   The candidate's dress and 
   grooming are infrequently 
   appropriate 

6. The candidate is punctual and 
   attends regularly (1.000, 12%) 
   Target (3 pts) 
   The candidate is consistently 
   punctual and attends 
   regularly 
   Acceptable (2 pts) 
   The candidate is punctual 
   and attends regularly 
   Unacceptable (1 pt) 
   The candidate is infrequently 
   punctual or does not attend 
   regularly 

7. The candidate demonstrates good 
   judgment and discretion when 
   interacting with peers and 
   professional (1.000, 12%) 
   Target (3 pts) 
   The candidate consistently 
   demonstrates good judgment 
   and discretion when 
   interacting with peers and 
   professionals 
   Acceptable (2 pts) 
   The candidate demonstrates 
   good judgment and 
   discretion when interacting 
   with peers and professionals 
   Unacceptable (1 pt) 
   The candidate infrequently 
   demonstrates good judgment 
   and discretion when interacting 
   with peers and professionals 

8. The candidate interacts positively 
   with learners, including those from 
   diverse background (1.000, 12%) 
   Target (3 pts) 
   The candidate consistently 
   interacts positively with 
   learners, including those from 
   diverse backgrounds 
   Acceptable (2 pts) 
   The candidate interacts 
   positively with learners, 
   including those from 
   diverse background 
   Unacceptable (1 pt) 
   The candidate infrequently 
   interacts positively with 
   learners, including those from 
   diverse backgrounds 

Remarks: 
Mid-Semester: 

Final:
MID-SEMESTER FORMATIVE EVALUATION
Supervising Teachers: Please place your signature either in the “Satisfactory” or “Unsatisfactory” blank in addition to the Signature section.

______________________________  ________________________________
(SATISFACTORY)                (UNSATISFACTORY)

______________________________  ________________________________
______________________________  ________________________________
______________________________  ________________________________
______________________________  ________________________________
______________________________  ________________________________

(please attach additional sheets if necessary)

SIGNATURES

______________________________  ________________________________  ________________________________
Student Teacher                  Supervising Teacher                  Supervising Principal

______________________________  ________________________________
University Coordinator            Coordinator of Student Teaching

FINAL SUMMATIVE EVALUATION

______________________________  ________________________________
(SATISFACTORY)                (UNSATISFACTORY)

______________________________  ________________________________
______________________________  ________________________________
______________________________  ________________________________
______________________________  ________________________________
______________________________  ________________________________

(please attach additional sheets if necessary)

SIGNATURES

______________________________  ________________________________  ________________________________
Student Teacher                  Supervising Teacher                  Supervising Principal

______________________________  ________________________________
University Coordinator            Coordinator of Student Teaching