

Please Note:  
This form should be used for note-taking purposes only - all official observation forms must be submitted by the supervisor through the online Qualtrics link.

# METROPOLITAN STATE UNIVERSITY OF DENVER

*Office of Clinical Experiences & Partnerships*

## STUDENT TEACHING FINAL EVALUATION REPORT

Student Teacher:	<input type="text"/>	Date of Final:	<input type="text"/>
School:	<input type="text"/>	Subject/Grade Level:	<input type="text"/>

### Comments

#### Colorado Teacher Quality Standard (rev. 2018)

(Areas of strength, weakness and recommendations)

##### Standard 1: Demonstrates mastery and pedagogical expertise in content they teach.

Source    Level

1.A Provides instruction aligned with TQS & district plan of instruction.

1.B Develops and implements lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.

1.C Demonstrates knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught

**Source**    O=Observation of Performance  
              L=Lesson Plan  
              T=Teaching Artifacts  
              C=Conferences or Seminar

**Level**    If the student has **not** developed proficiency, leave the level marking blank.  
              P=Proficient  
              E=Exceeds Expectations  
**\*See back page for descriptions**

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**Standard 2: Establishes a safe, inclusive and respectful learning environment for a diverse population of students**

Source Level

- 2.A Fosters a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.
- 2.B Demonstrates awareness of, a commitment to, and respect, for mutual aspects of diversity, while working toward common goals as a community of learners.
- 2.C Engages students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.
- 2.D Works collaboratively with families and/or significant adults for the benefit of the students.
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**Standard 3: Plans and delivers effective instruction and creates environment that facilitates learning for their students.**

Source Level

3. A Demonstrates knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students
- 3.B Uses formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.
- 3.C Integrates and utilizes appropriate available technology to engage students in authentic learning experiences
- 3.D Establishes and communicates high expectations and uses processes to support the development of critical-thinking and problem solving skills.
- 3.E Provides students with opportunities to work in teams and develop leadership.
- 3.F Models and promotes effective communication
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**Standard 4: Demonstrates professionalism through ethical conduct, reflection, and leadership.**

Source    Level

4.A Demonstrates high standards for professional conduct.

4.B Links professional growth to their professional goals.

4.C Is able to respond to a complex, dynamic environment.

4. D demonstrates leadership in the school, the community, and the teaching profession

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**Level**    If the student has **not** developed proficiency, leave the level marking blank.  
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**\*\*Science student teachers only\*\***

Level P=Proficient E=Exceeds Expectations

Level	Level
<input type="checkbox"/> P <input type="checkbox"/> E Learner Development	<input type="checkbox"/> P <input type="checkbox"/> E Assessment
<input type="checkbox"/> P <input type="checkbox"/> E Learning Differences	<input type="checkbox"/> P <input type="checkbox"/> E Planning for Instruction
<input type="checkbox"/> P <input type="checkbox"/> E Learning Environments	<input type="checkbox"/> P <input type="checkbox"/> E Instructional Strategies
<input type="checkbox"/> P <input type="checkbox"/> E Content Knowledge	<input type="checkbox"/> P <input type="checkbox"/> E Professional Learning and Ethical Practice
<input type="checkbox"/> P <input type="checkbox"/> E Application of Content	<input type="checkbox"/> P <input type="checkbox"/> E Leadership and Collaboration

Comments:

**Personal and Professional Dispositions**

Level P=Proficient E=Exceeds Expectations

Level	Level	Level
<input type="checkbox"/> P <input type="checkbox"/> E Attendance/Punctuality	<input type="checkbox"/> P <input type="checkbox"/> E Collegiality	<input type="checkbox"/> P <input type="checkbox"/> E Tact/Judgment
<input type="checkbox"/> P <input type="checkbox"/> E Self-Initiative/Independence	<input type="checkbox"/> P <input type="checkbox"/> E Interaction with Students/Peers	<input type="checkbox"/> P <input type="checkbox"/> E Response to Feedback/Supervision
<input type="checkbox"/> P <input type="checkbox"/> E Reliability/Dependability	<input type="checkbox"/> P <input type="checkbox"/> E Commitment to the Profession	<input type="checkbox"/> P <input type="checkbox"/> E Desire to Improve own Teaching Performance
<input type="checkbox"/> P <input type="checkbox"/> E Oral Expression	<input type="checkbox"/> P <input type="checkbox"/> E Professional Ethics/Demeanor	<input type="checkbox"/> P <input type="checkbox"/> E Attention towards Learners
<input type="checkbox"/> P <input type="checkbox"/> E Written Expression	<input type="checkbox"/> P <input type="checkbox"/> E Critical Thinking Skills	

Comments:

Level If the student has **not** developed proficiency, leave the level marking blank.  
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## *Office of Clinical Experiences and Partnerships*

### Directions for Student Teaching Final Evaluation Report

Listed on the final report are the Colorado Teacher Quality Standards (rev. 2018) and Professional Qualities for Teacher Licensure. To be recommended for licensure at the end of student teaching the student must achieve a proficient level for every standard on the evaluation. If the licensure candidate has not achieved proficiency do not indicate P or E. Please contact the OCEP Director to discuss.

#### **Proficient is defined as:**

The teacher candidate demonstrates substantial knowledge and understanding of the standard or disposition and is able to demonstrate the standard in the student teaching placement independently and to assess student learning and evaluate teaching performance. This is the level expected for recommendation for provisional license.

#### **Exceeds Expectations is defined as:**

The teacher candidate demonstrates expanded, comprehensive knowledge and understanding of the standard; can consistently apply the standard in the student teaching placement; can skillfully integrate appropriate standard behaviors into an overall lesson; and can critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction. This evaluation is reserved for candidates who substantially exceed the expectations for proficiency. Receiving this evaluation does not raise the “satisfactory” grade received for student teaching.

Please indicate the source of the performance (observation, lesson plan, teaching artifacts, and/or conference/seminar) for the demonstration of licensure candidate proficiency.