



OKLAHOMA BAPTIST  
UNIVERSITY  
OBU STUDENT TEACHING ASSESSMENT

MIDTERM: \_\_\_\_\_                      FINAL: \_\_\_\_\_  
Conference Date: \_\_\_\_\_

The following form is to be completed by the Mentor Teacher and submitted to the Director of Field Experiences, OBU Division of Teacher Education. This form will be kept on file in the Division of Teacher Education and evaluators need to be aware of the fact that the Family Educational Privacy Act of 1974 (FERPA), permits students to see any document in their personal files unless they waive that right.

This form, after being filled out by the Mentor Teacher and discussed in a 3-way conversation with the University Supervisor and the Student Teacher, constitutes the Final Evaluation. The primary purpose of this evaluation is to make the Student Teacher aware of areas in which teaching strengths have been displayed and to provide insight into those areas where additional development is needed.

In the event that the Student Teacher is assigned to more than one Mentor Teacher during placement, both teachers are asked to collaborate on the evaluation of the Student Teacher, if possible, and to submit only one form rather than separate ones.

This form should be signed and dated by the following: Student Teacher, Mentor Teacher, University Supervisor, and Director of Student Teaching. Please make a copy for the Student Teacher and submit the original to the Teacher Education office in the return envelope from the Mentor Teacher Packet.

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Student Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Director of Student Teaching: \_\_\_\_\_

Date: \_\_\_\_\_



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Week (circle one)    1    2    3    4    5    6    7    8    9    10    11    12

Student Teacher Name \_\_\_\_\_ Date \_\_\_\_\_ Placement?  1<sup>st</sup>  2<sup>nd</sup>  ONLY

Cooperating School \_\_\_\_\_ Gr/Subj \_\_\_\_\_  University Supervisor  Mentor Teacher

University Supervisor: \_\_\_\_\_ Mentor Teacher: \_\_\_\_\_

1=Poor (below 94)

2=Developing (94-116)

3=Meets Expectations (117-147)

4=Exceeds Expectations (148-156)

\*For a score of 1, provide an explanation in the Comments column.

DISPOSITIONS	1	2	3	4	COMMENTS
1. Advocates for the learning of all students (InTASC 2)					
2. Provides equitable experiences for everyone involved (InTASC 3)					
3. Demonstrates empathy (InTASC 2)					
4. Demonstrates open-mindedness (InTASC 9)					
5. Takes responsibility for learner growth (InTASC 6 & 9)					
6. Shows flexibility when appropriate (InTASC 7 & 9)					
7. Has a positive attitude (InTASC 9)					
8. Shows integrity (InTASC 9)					
9. Is dedicated (InTASC 9)					
10. Shows reflectiveness (InTASC 9)					
11. Exhibits critical thinking/problem solving skills (InTASC 6, 7 & 9)					
12. Reviews and revises decisions based on evidence (InTASC 6, 7 & 9)					
13. Shows willingness to learn (InTASC 9 & 10)					
14. Takes advantage of professional growth opportunities (InTASC 9 & 10)					
15. Works collaboratively with families (InTASC 2, 3 & 9)					
16. Works collaboratively with colleagues and other professionals (InTASC 9 & 10)					
KNOWLEDGE & SKILLS	1	2	3	4	COMMENTS
17. Demonstrates professionalism (InTASC 9)					
18. Demonstrates communication skills (oral, written and nonverbal) that are clear, considerate, and positive (InTASC 2, 7 & 8)					
19. Manages time and resources appropriately (InTASC 3 & 8)					
20. Clearly defines and effectively manages student behavior (InTASC 1 & 3)					

21. Creates an environment that promotes self-motivation (InTASC 1 & 3)					
22. Promotes positive relations among students (InTASC 1, 3 & 9)					
23. Uses developmentally appropriate practices					
24. Sequences learning experiences in an appropriate way to meet curricular goals and state standards (InTASC 1, 5, 6 & 7)					
25. Links new concepts to familiar and connects to learner experiences (InTASC 5, 7 & 8)					
26. Uses multiple representations (content) (InTASC 5, 7 & 8)					
27. Adapts instruction for diverse learners (InTASC 2, 6, 7 & 8)					
<b>KNOWLEDGE &amp; SKILLS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>COMMENTS</b>
28. Encourages learners to understand, question, and analyze ideas from diverse perspectives (InTASC 5, 6, 7 & 8)					
29. Varies role in the instructional process in relation to content purpose and learner need (InTASC 5, 6, 7 & 8)					
30. Asks questions to stimulate discussion that serves different purposes (InTASC 5, 6, 7 & 8)					
31. Uses a variety of methods (InTASC 5, 6, 7 & 8)					
32. Uses technology effectively as part of teaching, learning, and assessment (InTASC 5, 7 & 8)					
33. Creates opportunities for students to learn, practice, and master literacy and communication skills including academic language (InTASC 5, 6, 7 & 8)					
34. Engages learners in multiple ways of demonstrating knowledge and skills (InTASC 5, 6, 7 & 8)					
35. Provides adequate and timely feedback to students (InTASC 5, 6, 7 & 8)					
36. Uses information from student assessment to guide instruction (InTASC 5, 6, 7 & 8)					
37. Students are engaged in active learning (InTASC 5, 6, 7 & 8)					
38. Students are enthusiastic and interested in subject matter (InTASC 5, 6, 7 & 8)					
39. Students are engaged in higher order learning (InTASC 5, 6, 7 & 8)					

STRENGTHS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

AREAS FOR IMPROVEMENT: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROBLEMS AND/OR CONFLICTS EXPERIENCED: \_\_\_\_\_  
\_\_\_\_\_

Days Absent            0       1       2       3       4       5



The teacher is a professional who demonstrates the knowledge, skills, and dispositions necessary to facilitate learning for all students in diverse settings. Within a Christian context which emphasizes the worth of the individual, the lifelong search for truth in an environment of free inquiry, and the ability of the human community to positively address societal needs and concerns, the Oklahoma Baptist University teacher education student develops the intellectual, social, and spiritual commitment that marks the professional teacher.

The level of proficiency will be calculated by doubling the total score of the mentor teacher, adding that score to the University Supervisor score, and dividing by three (3). A student teacher must score “Developing” or higher, to pass Student Teaching. The final evaluations will be utilized in the calculation.