

**AQUINAS COLLEGE SCHOOL OF EDUCATION**  
**EN 201/501 Introduction to Education**

**Cooperating Teacher Field Evaluation Checklist**

Name of Aquinas Student \_\_\_\_\_

Name of Cooperating Teacher \_\_\_\_\_

Name of Cooperating School \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Please fill out the following evaluation form on the Aquinas College Introduction to Education student who has been placed in your classroom as a teacher assistant this semester using the scale below. Remember to evaluate this student at the **novice level** since this is the very first education class he or she may have taken on the way to becoming a teacher. When completed, please return this form to:

**Director, Introduction to Education Program**  
**Aquinas College School of Education**  
**1607 Robinson Rd SE**  
**Grand Rapids MI 49506-1799**

**or fax it to (616) 732-4581**

**Essential Personal Characteristics**

**SCALE:**

EE = Exceeds expectations for a novice Introduction to Education student.

ME = Meets expectations for a novice Introduction to Education student.

NI = Needs improvement to meet the expectations for a novice Introduction to Education student.

NM = Student has not met the expectations for a novice Introduction to Education student.

NA = No opportunity to observe this characteristic.

1. Meets the needs of the learner. \_\_\_\_\_
  - Identifies effective ways to relate to youth.
  
2. Displays a genuine love of teaching students. \_\_\_\_\_
  - Honors, respects, and takes an interest in students.
  - Demonstrates a sense of humor.
  - Demonstrates a commitment to education.
  
3. Understands the need to collaborate with other educators, parents, and community members to create learning opportunities that ensure success for all students. \_\_\_\_\_

- Follows timelines and schedules.
  - Relates appropriately to authority figures.
4. Uses a logical, sequential process and good judgment to solve problems. \_\_\_\_\_
5. Displays physical and emotional strengths that are necessary in the day-to-day execution of his/her job. \_\_\_\_\_
- Exhibits proper appearance and manner that best reflects a good model for students, parents, and community.
  - Exhibits self-confidence in his/her interactions.
6. Relates to work in an organized and dependable fashion. \_\_\_\_\_
- Behaves in an ethical manner, with respect for all with whom he/she works.
  - Demonstrates punctuality in responding to requests, schedules, and calendars.
  - Exhibits self-discipline.
7. Articulates high learning expectations for self and others and provides learning opportunities to achieve them. \_\_\_\_\_
- Views the diverse learner using the “asset” model: “All students have unique motivations and abilities to accomplish the learning tasks required” vs. “deficit” models (i.e. “Not all students have what it takes to accomplish the learning tasks set for them”).
  - Demonstrates equitable treatment of students.
8. Engages in life-long learning activities. \_\_\_\_\_
- Seeks feedback on performance for purpose of improvement.
  - Demonstrates openness to new ideas.
  - Adjusts behavior based on successes, failures, and feedback.
9. Demonstrates cultural sensitivity. \_\_\_\_\_
- Demonstrates respect in personal interactions and communication with all groups.
  - Demonstrates an awareness, understanding, and sensitivity of various cultural, ethnic, religious and racial groups.
10. Communicates effectively with others when writing or speaking. \_\_\_\_\_
- Listens attentively when someone is speaking. Acknowledges speaker through appropriate verbal and non-verbal means.
  - Greets others in a friendly and positive manner. Makes appropriate introductions in greeting.
  - Follows conventional grammatical structure and language usage when communicating in written or spoken form.
  - Conveys ideas clearly and concisely.
  - Interacts positively with students.

- Demonstrates respect for the confidentiality of information regarding students, parents, and others. Relates only appropriate information in both formal and informal settings.
- Makes an informative presentation using appropriate materials or equipment, audiovisual, computers, overlays, charts, graphs, etc.

### **Instructional Competencies**

1. Responds to student inquiries about the subject and elicits further inquiry by students.  
\_\_\_\_\_
2. Communicates positive expectations to all students. \_\_\_\_\_
3. Presents accurate information. \_\_\_\_\_
4. Plans and implements a lesson using elements of effective lesson design. \_\_\_\_\_
5. Expresses and demonstrates an understanding of differences in how students learn.  
\_\_\_\_\_
6. Works with students to resolve conflicts amicably. \_\_\_\_\_
7. Engages in self-assessment methods, interprets the results, and devises a plan for professional improvement. \_\_\_\_\_
8. Integrates technology in the creation and implementation of lesson plans to facilitate student learning. \_\_\_\_\_

### **General Narrative Evaluation**

Please provide a general narrative evaluation of this student supporting the “scores” recorded above. Use the bottom and/or back of this page or attach additional sheets as necessary.