

## Instructor's Qualitative Evaluation of Teacher Education Student

Student's Name \_\_\_\_\_ Student's Advisor \_\_\_\_\_

Course (prefix, number, section) \_\_\_\_\_ Semester:  Fall  Spring  Summer 20 \_\_\_\_\_

Instructor and Evaluator \_\_\_\_\_

Course Instructor: Have each EDUCATION MAJOR and MINOR in your class fill out the top section, sign the back, and return to you for completion.

The qualities listed in sections "A" and "B" below are relevant human dimensions to consider in rendering professional judgement about a student's worthiness as a teacher education candidate. After a student has completed a course with you, you are in a position to render such professional judgement. Please consider each teacher education student in light of these qualitative criteria (defined on the back) and rate the student carefully.

Section "C" below summarizes your subjective perception of the student. Write comments in the space provided. Return the evaluation to the Department of Education office. A copy will be sent to the student's advisor.

### A. Personal Characteristics

	Excellent (6)	Excellent Good (5)	Good (4)	Good Fair (3)	Fair (2)	Poor (1)	Cannot Judge
1. Personal integrity							
2. Seriousness of intent							
3. Interpersonal skills							
4. Acceptance of responsibility							
5. Appropriate role model							
6. Intellectual curiosity							
7. Communications skills							

### B. Professional Characteristic

	Excellent (6)	Excellent Good (5)	Good (4)	Good Fair (3)	Fair (2)	Poor (1)	Cannot Judge
8. Willingness to commit to professional development							
9. Capacity for professional development							
10. Appreciates diversity and dignity of individuals							
11. Engages in critical discourse							
12. Commits to action, interpretation, critical reflection cycle							

C. Do you believe this student belongs in teacher education?  Yes  No  Not Sure

Comments:

## Definition of Qualitative Review Criteria

1. **Personal integrity:**  
Represents only own work as own work, is truthful about absences and late work, accepts consequences of own behavior, etc.
2. **Seriousness of intent:**  
Diligent in course work, progresses through program requirements, shows respect for teaching and profession, etc.
3. **Interpersonal skills:**  
Hears and listens to spoken and unspoken messages, accepted by peers, shows genuine interest in other people, etc.
4. **Acceptance of responsibility:**  
Regular in attendance, punctual with assignments, open to constructive criticism, extracts maximum benefit from TEP experiences, etc.
5. **Appropriate role model:**  
Evidences appropriate personal hygiene, uses appropriate language, practices appropriate behavior, etc.
6. **Intellectual curiosity:**  
Desires to learn and know, willing to ask questions, etc.
7. **Communication skills:**  
Able to produce clear and accurate verbal and written language; able to receive and interpret verbal and non-verbal communication, etc.
8. **Willingness to commit to professional development:**  
Integrates new knowledge into a growing professional perspective, examines preconceptions about teaching, demonstrates the willingness to seek out and experience growth possibilities, etc.
9. **Capacity for professional development:**  
Demonstrates ability to grow and change; absorbs, integrates and uses knowledge; tolerates ambiguity, etc.
10. **Appreciates diversity and dignity of individuals:**  
Respects the dignity and worth of all individuals. Demonstrates a broad appreciation of diversity in school and community through speech, writings, and interactions, etc.
11. **Engages in critical discourse:**  
Demonstrates the willingness and capacity to engage in critical discourse about education issues. Fosters and participates in critical discussions through challenging the thinking of self and others, exploring ambiguity in teaching and learning, and taking risks to strengthen understanding of theory and practice, etc.
12. **Commits to the action, interpretation, critical reflection cycle:**  
Actively seeks to learn from teaching/learning experiences. In critical reflections, balances rationales for teaching and learning by exploring intersections of field experiences and pedagogical knowledge, etc.

Students: Please read the following statement and sign:

I understand two copies of this completed evaluation will be sent to my advisor, and the original placed in my file in the Department of Education office. I can receive my copy of the completed evaluation from my advisor, and may see my advisor or the evaluating instructor if I have any questions.

---

*(Student signature/date)*