



- Cause & Effect -

## 8<sup>th</sup> BATCH STUDENT TEACHER EVALUATION FORM

For use by both the cooperating teacher and university supervisor

Student Name Lhea Mae L. Ramiscal

Sending University Saint Mary's University City Bayombong Country Philippines

Receiving University Universitas Kanjuruhan Malang City Malang Country Indonesia

Receiving School SMK Negeri 4 Malang City Malang Country Indonesia

Subject Teaching English Grade Level

Evaluator Name / Mentor Name W. Rosita Dewi - S.S., M.Pd

Directions:

- This evaluation form should fill-out by the mentor together with cooperating teacher per subject only.
- Please fill this evaluation form according the class levels and subjects that student's teacher taught.
- For each criterion, please assess the student teacher's level of competence based on your observations and experience with the student. Please provide your assessment by using the following assessment scale. Also provide any specific examples or suggestions for the student teacher. Please remember that the **Competencies evaluated on this form are based on comparisons with the performance of other student teachers**, not with those of experienced teachers.
- This evaluation form have to be sealed by the receiving university.
- The coordinator of receiving university have to return the completed form to the partner university directly via email.

**Note:**

Assessment Scale:
   
4 – Advance. Consistently exceeds expectations
   
3 – Proficient. Consistently meets expectations
   
2 – Basic. Partially meets expectations
   
1 – Needs Improvement. Needs focused attention

Did the student teacher submit the lesson plan before teaching?  Yes  No

### PART I: TEACHING PERFORMANCES

#### I. Content and organization of instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	<b>Knowledge of Subject Matter</b> The student teacher knows the subjects they are teaching, understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.		✓		
2	<b>Focus on Objective of the Lesson</b> The student teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and curriculum goals.	✓			
3	<b>Knowledge of How Students Learn</b> The student teacher understands how the learners differ in their approaches to learning and the barriers that impede learning and		✓		

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
	can adapt instructions to meet the diverse needs of learners, including those with disabilities and exceptionalities.				
4	<b>Assessment of the Lessons</b> The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.		✓		

Comments on her/his strengths or weaknesses to improve in content and organization of instruction:

The heavy Pofter themed class stole our hearts. It was awesome. Good job on the use of properties, and the smoothness of the teacher in delivering the subject without making the students bored.

## II. Strategies and skills for effective instruction

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	<b>Instructional Strategies</b> The student teacher uses a variety of instructional strategies, including the use of technology and other teaching aids, to encourage learners' development of critical thinking, problem solving, and performance skills.	✓			
2	<b>Communicative</b> The student teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.	✓			
3	<b>Classroom Management</b> The student teacher manifests understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation and able to organizes time and resources into a learning environment that enable learners to learn in an equitable way.	✓			
4	<b>Overcome Discipline Problems</b> The student teacher attends to learners' misbehavior in a positive manner; promotes self-esteem, responsibility, and mutual respect.	✓	✓		

Comments on her/his strengths or weaknesses to improve in strategies and skills for effective instruction:

Student teacher is so mature, compared to her age, that she has little difficulties in dealing with the students. Regardless of the language barrier!

## PART 2: GENERAL PERFORMANCES

### III. Personal Characteristics

No.	Criteria	4 Advanced	3 Proficient	2 Basic	1 Needs Improvement
1	The student teacher was able to Demonstrate resourcefulness.	✓			
2	Show initiative during exchange period.	✓			
3	Demonstrate thoughtfulness of judgment.	✓			
4	Work with enthusiasm and a positive outlook.	✓			
5	Demonstrate patience.	✓			
6	Demonstrate good manners, discipline, and respect.	✓			
7	Develop good relations with students, peers, teachers, and administrators.	✓			
8	Show professionalism in all areas.	✓			

Supervisor's/Mentor's signature \_\_\_\_\_ Date \_\_\_\_\_

Cooperating Teacher's signature W. Rosy Dewi, S.S., MPd Date 16/09/19

