



**FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**  
**OFFICE OF SCHOOL PARTNERSHIPS AND FIELD PLACEMENTS**  
**STUDENT TEACHING FINAL EVALUATION**

<i>Please evaluate your student teacher's end-of-semester performance in the following</i>				
<b><i>Rhode Island Professional Teacher Standards</i></b>	<b><i>Unsatisfactory</i></b>	<b><i>Developing</i></b>	<b><i>Competent</i></b>	<b><i>Exemplary</i></b>
<b>RIPTS 1:</b> Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.				
<b>RIPTS 2:</b> Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of the central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.				
<b>RIPTS 3:</b> Teachers create instructional opportunities that reflect an understanding of how children learn and develop.				
<b>RIPTS 4:</b> Teachers create instructional opportunities that reflect a respect for diversity of learners and an understanding of how students differ in their approaches to learning.				
<b>RIPTS 5:</b> STANDARD 5: Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.				
<b>RIPTS 6:</b> Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.				
<b>RIPTS 7:</b> Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.				
<b>RIPTS 8:</b> Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.				
<b>RIPTS 9:</b> Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.				
<b>RIPTS 10:</b> Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.				

<b>RIPTS 11:</b> Teachers maintain professional standards guided by legal and ethical principles.				
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<i>Professional Dispositions</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Frequently</i>	<i>Almost always</i>
<b>Self Reflection:</b> Demonstrates sound judgment.				
<b>Self Reflection:</b> Is insightful.				
<b>Lifelong Learning:</b> Is imaginative and resourceful.				
<b>Lifelong Learning:</b> Manifests pride in one's work.				
<b>Advocacy for Children and Youth:</b> Hold high and achievable expectations for all students.				
<b>Advocacy for Children and Youth:</b> Promotes practices that facilitate healthy development of children and youth.				
<b>Respect for Diversity:</b> Seeks to understand cultures of students and their families.				
<b>Respect for Diversity:</b> Displays commitment to teach all students.				
<b>Collaboration:</b> Is trusting and trustworthy.				
<b>Collaboration:</b> Exhibits highly-developed interpersonal skills.				
<b>Professional Work Characteristics:</b> Behaves in an ethical manner.				
<b>Professional Work Characteristics:</b> Presents self professionally.				