

**LINCOLN UNIVERSITY GRADUATE EDUCATION PROGRAMS**  
**Form GST 01: Student Teaching Signing Agreement**

I, \_\_\_\_\_, willingly sign for the Student Teaching class  
(Name of Student Teacher)

(EDU \_\_\_\_\_) during this semester of \_\_\_\_\_ (e.g. spring 2007, fall 2007,) and agree to fulfill all the obligations and responsibilities that come with it. I understand that I report to the cooperating or mentor teacher everyday by being present on time at school of my assignment and execute my teaching duties, abide by the school rules, and respect all ethical issues related to the teaching profession. I also understand that failure to fulfill these responsibilities may result in incomplete or failing grade, which would have an effect on my effort to complete the Teacher-Certification program at Lincoln University.

\_\_\_\_\_  
Student Teacher's Signature

\_\_\_\_\_  
Date

# LINCOLN UNIVERSITY GRADUATE EDUCATION PROGRAMS

## Form GST 02: Student Teacher's Personal and Professional Data Form

Course # (Check one):  EDU 501.21  EDU 503.21

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone (H) ( ) (W) ( ) \_\_\_\_\_

Semester: Spring: \_\_\_\_\_ Year: \_\_\_\_\_ Fall: \_\_\_\_\_ Year: \_\_\_\_\_ Credit hours: \_\_\_\_\_

Graduate Student: \_\_\_\_\_ Undergraduate Student: \_\_\_\_\_

Major: \_\_\_\_\_

Employed: Yes \_\_\_\_\_ No \_\_\_\_\_

### Address of School or Employment

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

### Placement School and Address

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Principal: \_\_\_\_\_

Cooperating Teacher/Mentor: \_\_\_\_\_

College Supervisor: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Advisor's Signature: \_\_\_\_\_

# LINCOLN UNIVERSITY GRADUATE EDUCATION PROGRAMS

## Form GST 03: Complete Instructional Evaluation Form

(TO BE COMPLETED BY LINCOLN UNIVERSITY FACULTY AND COOPERATING TEACHER OR MENTOR)

Student Teacher's Name \_\_\_\_\_

**Directions:** Check **(X)** in the box that represents the rating of your choice for each item listed below.

**5= Always (Consistently demonstrates)**

**4= Almost always (Demonstrates most of the time)**

**3= Occasionally (Demonstrates once in a while)**

**2= Rarely (Demonstrates seldom)**

**1= Never (Does not demonstrate at all)**

	<b>QUALITY OF INSTRUCTION</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Follows lesson plan outline					
2	Reviews with the Mentor or cooperating teacher prior to instruction					
3	Makes purpose for lesson clear					
4	Motivates students and connects prior knowledge to lesson					
5	Involves students in learning (interactive classroom)					
6	Knows content to be taught					
7	Does not depend solely on teacher's manual for lesson content					
8	Uses self-created material					
9	Uses research-based effective strategies					
10	Uses hands-on activities					
11	Integrates curriculum when possible					
12	Asks a variety of questions					
13	Encourages students to develop their own ideas or answers					
14	Provides appropriate feedback					
15	Monitors students' understanding formally as well as informally					
16	Uses teachable moments					

Evaluator's Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Check (X) in the box that represents the rating of your choice for each item listed below.  
**5= Always (Consistently demonstrates)**  
**4= Almost always (Demonstrates most of the time)**  
**3= Occasionally (Demonstrates once in a while)**  
**2= Rarely (Demonstrates seldom)**  
**1= Never (Does not demonstrate at all)**

<b>QUALITY OF INSTRUCTION</b> (continued)		5	4	3	2	1
17	Uses time efficiently					
18	Uses media technology appropriately					
19	Adjusts instruction to meet individual needs and learning styles					
20	Encourages verbal interaction					
21	Varies size and type of student learning groups					
22	Involves students in providing closure to lesson					
23	Presents instruction in unambiguous language					
<b>CLASSROOM MANAGEMENT</b>						
1	Is enthusiastic while teaching					
2	Has high expectations for students					
3	Is fair, firm, and consistent					
4	Provides physical environment conducive to learning					
5	Avoids negative responses to disruptive behavior					
6	Uses a variety of positive reinforcement strategies					
7	Manages children effectively without stress					
8	Helps children to establish rules					
9	Helps children to evaluate their own behaviors					
10	Uses conflict resolution techniques					
11	Helps students find acceptable ways to express feelings					
12	Manages transitions					
13	Maintains or creates procedures that provide a positive learning atmosphere					
14	Communicates standards of acceptable behaviors through consistent reinforcement					
15	Provides appropriate wait time when asking for responses					
16	Calls upon different students for responses					

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Check (X) in the box that represents the rating of your choice for each item listed below.

**5= Always (Consistently demonstrates)**

**4= Almost always (Demonstrates most of the time)**

**3= Occasionally (Demonstrates once in a while)**

**2= Rarely (Demonstrates seldom)**

**1= Never (Does not demonstrate at all)**

	<b>PROFESSIONALISM</b>	5	4	3	2	1
1	Is well groomed, dresses appropriately					
2	Is enthusiastic and eager to learn					
3	Arrives on time and stays to the last minute					
4	Is reliable and volunteers to help					
5	Exhibits initiatives					
6	Accepts constructive criticism					
7	Articulates clearly					
8	Uses voice effectively					
9	Uses standard English in speaking and writing					
10	Uses written language effectively without grammatical or spelling errors					
11	Has background of general knowledge (as well as knowledge of content to be taught)					
12	Relates well to cooperating teacher (mentor) and other staff members					
13	Is not involved with school gossip					
14	Does not interfere with other teachers' business without being asked to do so					
15	Consistently self-evaluates teaching performance					
16	Uses good judgments in dealing with parents/community					
17	Participates in after school activities, meetings, and staff development					

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# LINCOLN UNIVERSITY GRADUATE EDUCATION PROGRAMS

## Form GST 04: On Site Evaluation Form

Student Teacher's Name: \_\_\_\_\_ School Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Subject Taught: \_\_\_\_\_ Topic(s) Covered: \_\_\_\_\_

Please check the appropriate box corresponding to each item below:

No.	Items	True (4)	Partially True (2)	Barely (1)	Never (0)
1	Demonstrates positive non-verbal attention to the learners				
2	Consistently identified students by name.				
3	Follows lesson plan outline				
4	Knows content to be taught				
5	Uses research-based effective strategies				
6	Uses hands-on activities				
7	Provides appropriate feedback				
8	Monitors students' understanding formally as well as informally.				
9	Uses time efficiently				
10	Adjusts instruction to meet individual needs and learning styles.				
11	Presents instruction in unambiguous language.				
12	Is fair, firm, and consistent.				
13	Avoids negative responses to disruptive behavior				
14	Uses a variety of positive reinforcement strategies.				
15	Manages transitions				
16	Calls upon different students for responses				
17	Is well groomed, dresses appropriately				
18	Arrives on time and stays to the last minute.				
19	Accepts constructive criticism.				
20	Articulates clearly.				

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator's Title (Check one): \_

\_\_\_\_\_ Faculty

\_\_\_\_\_ Mentor or Cooperating Teacher

Student-Teacher's Signature: \_\_\_\_\_ Date \_\_\_\_\_

**LINCOLN UNIVERSITY GRADUATE EDUCATION PROGRAMS**  
**Form GST 05: Post Observation Conference**

Student Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Class \_\_\_\_\_

Subject Taught: \_\_\_\_\_ Topic: \_\_\_\_\_

**Issues raised:**

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**Comments:**

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\_\_\_\_\_  
Cognate Field Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**LINCOLN UNIVERSITY GRADUATE EDUCATION PROGRAMS**

**Form GST 06: Absentee/Lateness Report Form**

**Part One: To Be Completed by the Student Teacher**

Name of Student Teacher: \_\_\_\_\_

Assigned School: \_\_\_\_\_ Date: \_\_\_\_\_

Education Department (Graduate Center) Official Notified: \_\_\_\_\_

Reason for absence:

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Student Teacher

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**Part Two: To Be Completed by the Cooperating Teacher or Mentor**

Were You Notified? Yes \_\_\_\_\_ No \_\_\_\_\_ Date Notified \_\_\_\_\_ Time \_\_\_\_\_

Any Reason to Question Absence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Additional Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_

Cooperating Teacher/Mentor

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**Part Three: Education Department Use Only**

Called: \_\_\_\_\_

Comments: \_\_\_\_\_

Official Action: \_\_\_\_\_

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

\_\_\_\_\_

# LINCOLN UNIVERSITY GRADUATE EDUCATION PROGRAMS

## Form GST 07: Student Teaching Periodical Self Evaluation Form

Student Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rate your quality of performance on a scale of 1 (lowest) to 5 (highest) for each item listed below

No.	Rubrics	Rating Scales				
		1	2	3	4	5
1	Well organized and prepared for instruction					
2	Summarize the previous day lesson before moving to the next one					
3	Use student center and hands-on-instructions					
4	Support and respond to students					
5	Integrate thinking skills					
6	Create a learning community					
7	Stress conceptual understanding					
8	Use appropriate words when communicating with students					
9	Use effective classroom management skills					
10	Your instruction is well received by students					

For each rating period, identify your strengths and weaknesses according to the rubrics. Consider how you develop your strengths and reduce your weaknesses.

Self-Evaluation # \_\_\_\_ (1, 2...)

Strengths: \_\_\_\_\_

\_\_\_\_\_

Weaknesses: \_\_\_\_\_

\_\_\_\_\_

What did you do to overcome the weaknesses? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# LINCOLN UNIVERSITY GRADUATE EDUCATION PROGRAMS

## Form GST 08: Cooperating or Mentor Teacher Data Form

**In order to process your stipend, the following information must be submitted to the Bursar's Office:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Street

\_\_\_\_\_

City

State

Zip Code

Social Security Number: \_\_\_\_\_

Name of the Student Teacher: \_\_\_\_\_

Name of the school where the student teaching took place: \_\_\_\_\_

Address: \_\_\_\_\_

Street

\_\_\_\_\_

City

State

Zip Code

Please return this form to:

Dr. Admasu E. Tucho  
Associate Professor and Graduate  
Education Programs Coordinator  
3020 Market Street  
Philadelphia, PA 19104

# LINCOLN UNIVERSITY GRADUATE EDUCATION PROGRAMS

## Form GST 09: Student Teaching Portfolio Assessment Rubrics

No.	Rubrics	Excellent (4)	Good (3)	Satisfactory (2)	Poor (1)	Not Available (0)
1	Goals of the course (subject) student teacher taught					
2	Course objectives (Student Learning Outcomes)					
3	At least one quiz or test sample from each of the chapters or units covered					
4	Rubrics to grade the quizzes or tests					
5	Student teacher's philosophy of education					
6	Student teacher's professional codes of conduct					
7	weekly lesson plans bearing instructor's initials					
8	Unit lesson plans bearing instructor's initials					
9	Student teacher's daily activity journal					
10	Well maintained and properly labeled portfolio					

Divide total score by 40 and then multiply by 20 to determine the appropriate grade for the portfolio.

Total Score = \_\_\_\_\_ Score out of 20 = \_\_\_\_\_ (The portfolio constitutes 20% of the total grade for the course)