



# Multiple and Single Subject Teacher Preparation Program

Teacher Credential Program

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## Master Teacher Evaluation of Student Teaching Program

Master Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_ Student Teacher: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Semester (Circle): Fall Spring Summer

### TO THE MASTER TEACHER:

Hope International University strives to improve its teacher education program, including student teaching, to prepare teachers for effective service in the realities of today's classrooms. To that end, *Hope* is very sensitive to the fact that master teachers who participate in our student teaching program are essential to our efforts. We want to be responsive to master teachers' needs and helpful suggestions so that their work with our students is as efficient and productive as possible. Therefore, we would appreciate your responses to the following items that will help us to assess our program.

Please respond according to the following scale:

**Key to the ratings:** 4 = Very good to excellent / 3 = Good to very good / 2 = Fair to good  
1 = Unacceptable; poor to fair / NA = Not applicable, not observed, or insufficient basis for judgment.

*As space permits, comments on each item are highly appreciated. If space is not adequate, please attach additional pages as desired.*

1. **Initial contact with the student teacher** ..... 4 3 2 1 NA

Student teacher phoned for an appointment, visited the master teacher and classroom prior to the beginning of the assignment.

Comments:

2. **Initial contact with the university supervisor** ..... 4 3 2 1 NA

The university supervisor contacted the MT, and completed an orientation visit with the master teacher within three (3) school days of the start of the assignment; beginning of the assignment; or, if the master teacher is not new to the program, the supervisor made a brief visit to greet the master teacher.

Comments:

3. **Orientation by the university supervisor** ..... 4 3 2 1 NA

If the master teacher is new to the program, orientation was thorough and the master teacher was comfortable that he or she know enough about the program to begin work with the student teacher. If necessary, the supervisor followed up on a question or concern that could not be addressed during the orientation, and responded promptly (*within three [3] school days*).

Comments:

4. **Student Teaching Handbook—receipt** ..... 4 3 2 1 NA  
*Hope's Student Teaching Handbook* was received prior to the beginning of the assignment; or, if impossible, within the first three (3) days of the beginning. *Comments:*
5. **Student Teaching Handbook—assistance provided** ..... 4 3 2 1 NA  
The *Handbook* presents program requirements and procedures in a clear, accessible manner, and served as a useful resource during the master teacher's work with the student teacher. *Comments:*
6. **Interaction with the university supervisor** ..... 4 3 2 1 NA  
The supervisor's visits were reasonably and conveniently scheduled. The supervisor was available by the telephone, or responded within a reasonable time to telephone messages, and was available for special visits within a reasonable time when requested by the master teacher. *Comments:*
7. **Integration with regular instructional program** ..... 4 3 2 1 NA  
The university supervisor and/or director were adequately sensitive to the unique situation at this school and/or in this classroom, and were reasonably responsive in adapting *Hope's* program requirements to the conditions in this assignment. *Comments:*

**CONCLUSION**

My overall rating for *Hope's* student teaching program: ..... 4 3 2 1

What specific suggestions would you make for improving *Hope's* student teaching program?

Additional comments:

Date: \_\_\_\_\_ Signed: \_\_\_\_\_