



**EVALUATION FORM FOR STUDENT TEACHING  
DEPARTMENT OF SECONDARY AND SPECIAL EDUCATION  
UNIVERSITY SUPERVISOR**

<b>Name of Student:</b>		<b>Cooperating Teacher:</b>	
<b>Class Observed:</b>		<b>School:</b>	
<b>Visit #:</b>	<b>Time:</b>	<b>Date:</b>	<b>Grade Level:</b>

The following criteria are based on the Pathwise/Praxis III performance-based teacher assessment. Please evaluate the student using the scale below and comment when appropriate.

<b>AC (Accomplished)</b>	<b>EM (Emerging)</b>
<b>PF (Proficient)</b>	<b>UN (Unsatisfactory)</b>

<b>DOMAIN A: Organizing Content Knowledge For Student Learning</b>	<b>AC</b>	<b>PF</b>	<b>EM</b>	<b>UN</b>
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**A1 Becoming Familiar with Students' Knowledge and Experience:**

Is the teacher aware of student's background knowledge relative to the lesson?				
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**A2 Articulating Goals:**

Is there a written daily lesson plan?				
Does the teacher plan for individual differences?				

**A3 Connections Between Past, Present and Future:**

Is there evidence of a plan to tie past and future lessons?				
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**A4 Choice of Teaching Methods and Materials:**

Is the teaching method consistent with the goals articulated in this lesson?				
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**A5 Evaluation Strategies:**

Does the student teacher have a plan for evaluating the lesson?				
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Evidence/Comments:

<b>DOMAIN B: Creating an Environment For Student Learning</b>	<b>AC</b>	<b>PF</b>	<b>EM</b>	<b>UN</b>
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**B1 Creating an Environment of Fairness:**

Does the teacher try to promote a feeling of self-worth in each student?				
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**B2 Establishing and Maintaining Rapport:**

Does the teacher have a good interpersonal relationship with students?				
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**B3 Communicating Challenging Learning Expectations to Each Student**

Does the teacher make clear what is expected of the student in the lesson?				
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**B4 Consistent Standards of Behavior**

Does the teacher address all behavior issues in a consistent manner?				
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**B5 Safe Learning Environment**

Has the teacher adjusted to any physical drawbacks in the classroom?				
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Evidence/Comments:

<b>AC (Accomplished)</b>	<b>EM (Emerging)</b>
<b>PF (Proficient)</b>	<b>UN (Unsatisfactory)</b>

<b>DOMAIN C: Teaching for Student Learning</b>	<b>AC</b>	<b>PF</b>	<b>EM</b>	<b>UN</b>
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<b>C1 Making Learning Goals and Instructional Procedures Clear to Students:</b>				
Does the teacher communicate the day's goal and/or procedures to students?				

<b>C2 Making Content Comprehensible to the Student:</b>				
Is the content communicated early?				
Is there a lesson opener, lesson execution and lesson conclusion?				

<b>C3 Encouraging Students to Extend Thinking:</b>				
Is critical thinking incorporated into the lesson?				

<b>C4 Pace of Lesson Relative to Student Understanding:</b>				
Does the teacher check periodically to see if students are <i>getting</i> the lesson?				

<b>C5 Using Instructional time Effectively:</b>				
Is class time used in a way that maximizes learning?				
Does the teacher use all of the class for instruction?				

Evidence/Comments:

<b>DOMAIN D: Teacher Professionalism</b>	<b>AC</b>	<b>PF</b>	<b>EM</b>	<b>UN</b>
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<b>D1 Reflecting on the Extent to which Learning Goals Were Met:</b>				
Are judgements concerning the evaluation of the lesson reasonable and accurate?				

<b>D2 Demonstrating a Sense of Efficacy:</b>				
Is the teacher able to pick out both the effective and ineffective parts of the lesson and articulate how this information could be used in future lessons?				
Is the teacher self-confident?				
Does the teacher have a plan for assisting individual students who did not meet the learning goals?				

<b>D3 Working Well with Colleagues:</b>				
Can the teacher identify a colleague other than the cooperating teacher who might serve as a resource in lesson planning or help working with students?				

<b>D4 Communicating with Parents and Guardians:</b>				
Has the teacher communicated with a parent or guardian?				

Evidence/Comments:

	Yes	No	Needs to Improve
Does the teacher present a professional appearance?			
Does the teacher have written evidence of long range planning?			
Does the teacher accept constructive criticism and respond positively?			

Signature of University Supervisor

Signature of Student Teacher