



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

Name of Student:		Cooperating Teacher:	
Class Observed:		School:	
Visit #:	Time:	Date:	Grade Level:

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.

AC (Accomplished)	EM (Emerging)
PF (Proficient)	UN (Unsatisfactory)

DOMAIN A: Organizing Content Knowledge For Student Learning	AC	PF	EM	UN
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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:

DOMAIN B: Creating an Environment For Student Learning	AC	PF	EM	UN
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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:

AC (Accomplished)	EM (Emerging)
PF (Proficient)	UN (Unsatisfactory)

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

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

C3 Encouraging Students to Extend Thinking:				
Is critical thinking incorporated into the lesson?				

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

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

Evidence/Comments:

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

D2 Demonstrating a Sense of Efficacy:				
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?				

D3 Working Well with Colleagues:				
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?				

D4 Communicating with Parents and Guardians:				
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