

UNIVERSITY OF PITTSBURGH AT JOHNSTOWN DIVISION OF EDUCATION

COOPERATING TEACHER'S EVALUATION OF STUDENT TEACHING PERFORMANCE

Student Teacher TYPE YOUR FULL NAME HERE

Academic Term: Fall _____ Spring _____ 2011

Certification Area(s) Type certification area(s) here

School Enter Name of School Here Grade Level(s) Enter Grade Level(s) Here

Cooperating Teacher Enter Name of Cooperating Teacher Here

University Supervisor Enter Name of University Supervisor Here

Directions for Completing the Evaluation Form:

The attached evaluation form reflects the contents of the Pennsylvania Department of Education form entitled "Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice" (PDE 430, 2003). The Division of Education values your professional assessment of your student teacher's performance on each of the competencies listed under the four categories of teaching performance.

This evaluation form is to be used twice during the period of time that the student teacher is in your classroom, once at the midpoint of that time and again at the end of student teaching, providing both a formative and a summative evaluation of the student teacher's performance. At the end of the form, please provide a summary of the student teacher's specific areas of strength and those areas that still need improvement. Both the competency ratings and the summary can provide content for an in-depth conference between you and the student teacher.

The evaluation form is organized into four categories of teaching performance:

- I. Planning and Preparation
- II. Instructional Delivery
- III. Classroom Environment
- IV. Professionalism.

To evaluate your student teacher's performance on each competency, ask yourself the following question: **How often and to what extent is this competency demonstrated by the student teacher?**

To answer that question, use the following rubric for your rating, keeping in mind that these measures are designed to evaluate student teaching competencies and are not intended to be a measure of comparison with experienced classroom teachers:

- 3** The student teacher *consistently* and *thoroughly* demonstrates this competency.
- 2** The student teacher *usually* and *extensively* demonstrates this competency.
- 1** The student teacher *sometimes* and *adequately* demonstrates this competency.
- 0** The student teacher *rarely* or *never* and *inappropriately* or *superficially* demonstrates this competency.
- IS** I have insufficient information upon which to base an appraisal.

Performance Evaluation Scale:

- 3** The student teacher *consistently* and *thoroughly* demonstrates this competency.
 - 2** The student teacher *usually* and *extensively* demonstrates this competency.
 - 1** The student teacher *sometimes* and *adequately* demonstrates this competency.
 - 0** The student teacher *rarely* or *never* and *inappropriately* or *superficially* demonstrates this competency.
 - IS** I have insufficient information upon which to base an appraisal.
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I. PLANNING AND PREPARATION – “The student teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. The student teacher designs plans and establishes goals based on the content to be taught/learned, his/her knowledge of students in the classroom, and the instructional context.” (PDE 430, 2003)

How often and to what extent does the student teacher demonstrate the following competencies?

	Mid	Final
a. knowledge of subject matter in lesson/unit plans	_____	_____
b. knowledge of appropriate teaching strategies in lesson/unit plans	_____	_____
c. adherence to Pennsylvania’s K-12 Academic Standards	_____	_____
d. planning for developmentally appropriate instruction	_____	_____
e. inclusion of available resources, instructional aids, teacher-prepared materials, school and community resources, and/or technology	_____	_____
f. appropriate sequencing of instruction	_____	_____
g. the ability to plan for individual student needs	_____	_____
h. the inclusion of appropriate and varied assessment strategies	_____	_____

II. INSTRUCTIONAL DELIVERY – “The student teacher, through knowledge of content, pedagogy, and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.” (PDE 430, 2003)

How often and to what extent does the student teacher demonstrate the following competencies?

	Mid	Final
a. knowledge of subject matter	_____	_____
b. appropriate teaching strategies	_____	_____
c. the communication of learning objectives to students	_____	_____
d. appropriate sequencing of content	_____	_____
e. the ability to connect new content with previously taught content	_____	_____
f. clear explanations of content, with appropriate and relevant examples	_____	_____
g. the use of varied questioning techniques to assess learning and to elicit higher levels of thinking	_____	_____
h. the use of appropriate instructional aids, including teacher-prepared materials, school and community resources, and technology	_____	_____
i. the ability to encourage the participation of all students	_____	_____
j. engagement of students in appropriate and active learning experiences	_____	_____
k. clear communication of directions and expectations	_____	_____
l. adaptation of instruction to accommodate the needs of individual students	_____	_____
m. appropriate responsiveness to students’ questions and answers	_____	_____
n. appropriate lesson pacing	_____	_____
o. appropriate use of feedback and reinforcement	_____	_____
p. monitoring of all students during the lesson, including when they are engaged in independent work	_____	_____
q. cross-curricular integration of subject matter when appropriate	_____	_____
r. appropriate strategies for introducing and concluding the lesson	_____	_____
s. the effective use of appropriate and varied assessment strategies	_____	_____

Performance Evaluation Scale:

- 3** The student teacher *consistently* and *thoroughly* demonstrates this competency.
 - 2** The student teacher *usually* and *extensively* demonstrates this competency.
 - 1** The student teacher *sometimes* and *adequately* demonstrates this competency.
 - 0** The student teacher *rarely* or *never* and *inappropriately* or *superficially* demonstrates this competency.
 - IS** I have insufficient information upon which to base an appraisal.
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III. CLASSROOM ENVIRONMENT – “The student teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.” (PDE 430, 2003)

How often and to what extent does the student teacher demonstrate the following competencies?

	Mid	Final
a. strategies that stimulate students’ enthusiasm, interest, and willingness to learn	_____	_____
b. behaviors that indicate high and reasonable expectations for student achievement	_____	_____
c. the ability to provide equal opportunities for students to participate in learning experiences	_____	_____
d. objectivity, rationality, and sensitivity when interacting with each student and providing for his/her intellectual, personal, and social needs	_____	_____
e. a fostering of positive relationships among students	_____	_____
f. appropriate and effective routines and procedures to maximize instructional time	_____	_____
g. the ability to communicate clear standards of conduct	_____	_____
h. the ability to effectively manage student behavior	_____	_____
i. poise, confidence, and emotional control when responding to classroom problems and student conflicts	_____	_____
j. effective instruction in safety practices as they apply to classroom activities and management situations	_____	_____

IV. PROFESSIONALISM – “The student teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.” (PDE 430, 2003)

How often and to what extent does the student teacher demonstrate the following competencies?

	Mid	Final
a. knowledge of school/district procedures and regulations concerning such items as attendance policies, maintenance of records, and communication with families	_____	_____
b. knowledge of school events	_____	_____
c. integrity and ethical behavior	_____	_____
d. commitment to the teaching profession	_____	_____
e. punctuality	_____	_____
f. responsibility	_____	_____
g. dependability in caring for instructional resources, students’ homework, test papers, and other related materials	_____	_____
h. appropriate grooming and professional attire	_____	_____
i. a high degree of written and oral language facility (i.e., usage, spelling, diction, handwriting, communication with pupils)	_____	_____
j. initiative in assuming classroom duties and responsibilities	_____	_____
k. cooperative attitudes in dealing with other members of the school community including peers, the university supervisor, other teachers, administrators, and school support staff	_____	_____
l. willingness to accept suggestions from the university supervisor and cooperating teacher and the ability to employ those suggestions to improve teaching skills	_____	_____
m. the ability to realistically analyze teaching strengths and weaknesses and develop plans for improvement	_____	_____

MIDPOINT SUMMARY OF STRENGTHS AND AREAS NEEDING IMPROVEMENT

Enter Midpoint Information Regarding Strengths & Areas of Improvement Here

Cooperating Teacher's Signature/Date

Student Teacher's Signature/Date

[Note: The student teacher's signature verifies that s/he has had the opportunity to discuss the contents of this form.]

FINAL SUMMARY OF STRENGTHS AND AREAS NEEDING IMPROVEMENT

Enter FINAL Summary of Strengths & Areas Needing Improvement Here

Cooperating Teacher's Signature/Date

Student Teacher's Signature/Date

[Note: The student teacher's signature verifies that s/he has had the opportunity to discuss the contents of this form.]