



# Northern Arizona University

## Professional Education Programs

Student ID \_\_\_\_\_

### Elementary Education Student Teaching Evaluation Form

Candidate Name: \_\_\_\_\_  
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 Date of Report: \_\_\_\_\_"

Report Type:                      midterm                      final

Submitted by: \_\_\_\_\_                      ALERT:                      YES                      NO

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	
Performance				
	N	U	A	T
1) Designing and Planning Instruction (DPI)				
Focuses instruction on applicable academic standards				
Includes learning experiences that are developmentally appropriate for learners				
Includes learning experiences that are appropriate for curriculum goals				
Addresses prior knowledge of individual and group performance				
Define & prioritize short and long term curriculum goals				
Includes learning experiences that are based upon principles of effective instruction				
Includes learning experiences that accurately represent content				
Incorporates appropriate assessment of student progress				
Addresses any physical, mental, social, cultural, and community differences among learners				
Includes learning experiences that address a variety of cognitive levels				
Includes appropriate use of a variety of methods, materials and resources				
Aligns curriculum with the student assessments				
Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning				
Accesses resources and services to foster student learning				
2) Creating and Managing a Positive Learning Environment (CMPLE)				
Establishes and maintains standards of mutual respect				
Displays effective classroom management				
Applies to daily practice the ethics of the profession				
Respects the individual differences among learners				
Encourages the student to demonstrate self-discipline and responsibility to self and others				
Provides a motivating learning environment				
Promotes appropriate classroom participation				
Organizes materials, equipment, and other resources appropriately				
Listens thoughtfully and responsively				
Facilitates people working productively and cooperatively with each other				
3) Implements and Manages Instruction (IMI)				
Appropriately implements a teacher-designed lesson plan				
Maximizes the amount of class time students are engaged in learning				
Uses strategies that are appropriate to students’ developmental levels				
Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity				
Communicates to students specific standards and high expectations for learning				
Models the skills, concepts, attributes, or thinking processes to be learned				

N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target
<b>Performance</b>			
	<b>N</b>	<b>U</b>	<b>A</b>
Adjusts instruction based on feedback from students			
Encourages critical thinking			
Connects lesson content to real life situations when appropriate			
Uses technology and a variety of instructional resources appropriately			
Uses a variety of effective teaching strategies to engage students actively in learning			
Links learning with students' prior knowledge, experiences, and backgrounds			
Provides opportunities for students to use and practice what is learned			
Demonstrates effective written and oral communication			
<b>4) Assesses Learning and Communicates Results (ALCR)</b>			
Promotes student self-assessment			
Uses a variety of appropriate formal and informal assessments aligned with instruction			
Offers students and parents appropriate feedback on progress toward learning expectations			
Maintains privacy of student records and performance			
Maintains records of student work and performance and uses them to guide instructional decisions			
<b>5) Professional Conduct (PC)</b>			
Collaborates with colleagues to achieve teaching goals			
Presentation of Professional Portfolio progress			
Prepared to meet responsibilities of the day well before school day starts			
Accepts constructive criticism in a professional manner and makes adjustments			
Uses student names (asks when does not know)			
Responds appropriately to student needs			
Fulfills requirements of attendance and punctuality			
Open to new ideas			
Demonstrates caring and empathic disposition			
Demonstrates initiative			
Maintains an appropriate appearance			
Addresses teachers, administrators, and university supervisor with respect			
Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals			
Demonstrates use of voice projection and inflection			
Addresses students with respect			
Has high student expectations for learning and behavior			
Displays confidence			
Demonstrates ethical behavior and reasoning			
Shows enthusiasm and a positive attitude			
<b>Progress</b>			
<b>Student Teacher's Professional Progress</b>			
<b>6) Student Teacher's Professional Progress (check one)</b>			
Professional progress is satisfactory for time and placement.			
Professional progress is not satisfactory for time and placement ( <b>mark ALERT at top</b> )			
Comments: <b>Please provide any additional comments you would like to add regarding this student's performance.</b>			

The results of this observation were discussed with the teacher candidate on \_\_\_\_\_.

Date

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Cooperating Teacher