

Grambling State University

Teacher Candidate/Intern Evaluation

Teacher Candidate _____
 Cooperating Teacher _____
 Cooperating Teacher's Signature (if rater) _____
 University Supervisor _____
 University Supervisor's Signature (if rater) _____

Date _____
 School _____
 Subject _____
 Teacher Candidate's Signature _____

1st Evaluation Mid Term Grade _____ 3rd Evaluation 4th Evaluation Final Grade _____

Directions: Indicate whether the teacher candidate/intern accomplished the components of effective teaching. Use a rating number in each blank to indicate achievement of each element. When scoring needs improvement, please make recommendations for improving performance. Please review this form with the teacher candidate.

Rating Scale

- 4 = Target** *Performance in this Component/Attribute meets established standards. Current practices are clearly good on a consistent basis. The student teacher has demonstrated an ability to create a community of learners that has students motivated and engaged in assuming considerable responsibility for their own learning. The student teacher has the potential to be a good first-year teacher*

- 3 = Acceptable** *Performance in this Component/Attribute meets established standards. The student teacher clearly understands the concepts underlying component and implements it well. Implementation is consistent. The student teacher has the potential to be a proficient first-year teacher.*

- 2 = Approaching Acceptable** *Performance in this Component/Attribute is intermittent and not entirely successful. He/she appears to understand the concepts underlying the component and attempts to implement its elements. Additional work may enable the teacher to become proficient.*

- 1 = Unacceptable** *Performance in this Component/Attribute is sometimes inadequate/unacceptable. Work on the fundamental practices associated with the element is required to enable growth in the area. Teacher certification will not be granted at this level.*

DOMAIN I – PLANNING (Pre-Observation)	Rater Comments / Notes
Component A – The teacher candidate/intern plans effectively for instruction.	
____ IA1. Specifies learner outcomes in clear, concise objectives.	
____ IA2. Includes activities that develop objectives.	
____ IA3. Identifies and plans for individual differences.	
____ IA4. Identifies materials, other than standard classroom materials, as needed for lesson.	
____ IA5. States methods of evaluation to measure learner outcomes.	
DOMAIN II - MANAGEMENT	
Component A – The teacher candidate/intern plans effectively for instruction.	
____ II A1. Organizes available space, materials, and/or equipment to facilitate learning.	
____ II A2. Promotes a positive learning climate.	
Component B – The teacher candidate/intern maximizes the amount of time available for instruction.	
____ II B1. Manages routines and transitions in a timely manner.	
____ II B2. Manages and/or adjusts allotted time for activities.	
Component C – The teacher candidate/intern manages learner behavior to provide productive learning opportunities.	
____ II C1. Establishes expectations for learner behavior.	
____ II C2. Uses monitoring techniques to facilitate learning.	

	Rater Comments / Notes
DOMAIN III – INSTRUCTION	
Component A – The teacher candidate/intern delivers instruction effectively.	
___ III A1.	Uses techniques that develop lesson objectives.
___ III A2.	Sequences lesson to promote learning.
___ III A3.	Uses available teaching materials to achieve lesson objectives.
___ III A4.	Adjusts lesson when appropriate.
___ *III A5.	The teacher integrates technology into instruction.
Component B – The teacher candidate/intern presents appropriate content.	
___ III B1.	Presents content at a developmentally appropriate level.
___ III B2.	Presents accurate subject matter.
___ III B3.	Relates relevant examples, unexpected situations, or current events to the content.
Component C – The teacher candidate/intern provides opportunities for student involvement in the learning process.	
___ III C1.	Accommodates individual differences.
___ III C2.	Demonstrates ability to communicate effectively with students.
___ III C3.	Stimulates and encourages higher order thinking at the appropriate developmental levels.
___ III C4.	Encourages student participation.
Component D – The teacher candidate/intern demonstrates ability to assess and facilitate student academic growth.	
___ III D1.	Consistently monitors ongoing performance of students.
___ III D2.	Uses appropriate and effective assessment techniques.
___ III D3.	Provides timely feedback to students.
___ III D4.	Produces evidence of student academic growth under his/her instruction.
DOMAIN IV – PROFESSIONAL DEVELOPMENT	
Component A – The teacher candidate/intern plans for professional self-development	
___ IV A1.	Identifies areas of instruction that need strengthening, develops a plan for improvement with mentor or principal, and works to complete the plan.
___ IV A2.	Seeks ideas and strategies from resources (i.e., books, professional journals, websites, etc.) or colleagues that will improve teaching and learning and employs them.
DOMAIN V – SCHOOL IMPROVEMENT	
Component A – The teacher candidate/intern creates partnerships with parent/caregivers and colleagues.	
___ V A1.	Provides clear and timely information to parents/caregivers and colleagues regarding classroom expectations, student progress, and ways they can assist learning.
___ V A2.	Encourages parents/caregivers to become active partners in their children's education and to become involved in school and classroom.
___ V A3.	Seeks community involvement in instructional program.