

Campbellsville University School of Education

Student Teacher Evaluation: Form A Classroom Observation Instrument

Student Teacher <u>Emily Hunter</u>	Date of Observation <u>11/9/16</u>
School <u>St. Charles Middle School</u>	District <u>Marion</u>
Observer Signature <u>Amanda Trummer</u>	Student Teacher Signature <u>Emily Hunter</u>
Check evidence reviewed: <input checked="" type="checkbox"/> Lesson Plan <input type="checkbox"/> Journal <input type="checkbox"/> Portfolio	
Check applicable box: <input type="checkbox"/> Cooperating Teacher Midterm <input type="checkbox"/> Cooperating Teacher Final <input type="checkbox"/> University Supervisor, Visit No. _____ <input type="checkbox"/> Video Evaluation	

*Directions: Circle a rating for each indicator and standard using scoring guide:
3=Satisfactory 2=Progress Made 1=Unsatisfactory*

Standard 1: The Teacher Demonstrates Applied Content Knowledge	3	2	1	N/A
a. Communicates concepts, processes and knowledge	3	2	1	N/A
b. Connects content to life experiences of students	3	2	1	N/A
c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning	3	2	1	N/A
d. Guides students to understand content from various perspectives	3	2	1	N/A
e. Identifies and addresses students' misconceptions of content	3	2	1	N/A
Standard 2: The Teacher Designs & Plans Instruction	3	2	1	N/A
a. Develops significant objectives aligned with standards	3	2	1	N/A
b. Uses contextual data to design instruction relevant to students	3	2	1	N/A
c. Plans assessments to guide instruction and measure learning objectives	3	2	1	N/A
d. Plans instructional strategies and activities that address learning objectives for all students	3	2	1	N/A
e. Plans instructional strategies and activities that facilitate multiple levels of learning	3	2	1	N/A
Standard 3: The Teacher Creates & Maintains Learning Climate	3	2	1	N/A
a. Communicates high expectations	3	2	1	N/A
b. Establishes a positive learning environment	3	2	1	N/A
c. Values and supports student diversity and addresses individual needs	3	2	1	N/A
d. Fosters mutual respect between teacher and students and among students	3	2	1	N/A
e. Provides a safe environment for learning	3	2	1	N/A
Standard 4: The Teacher Implements & Manages Instruction	3	2	1	N/A
a. Uses a variety of instructional strategies that align with learning objectives and actively engage students	3	2	1	N/A
b. Implements instruction based on diverse student needs and assessment data	3	2	1	N/A
c. Uses time effectively	3	2	1	N/A
d. Uses space and materials effectively	3	2	1	N/A
e. Implements and manages instruction in ways that facilitate higher-order thinking	3	2	1	N/A
Standard 5: The Teacher Assesses & Communicates Learning Results	3	2	1	N/A
a. Uses pre-assessments	3	2	1	N/A
b. Uses formative assessments	3	2	1	N/A
c. Uses summative assessments	3	2	1	N/A
d. Describes, analyzes, and evaluates student performance data	3	2	1	N/A
e. Communicates learning results to students and parents	3	2	1	N/A
f. Allows opportunity for student self-assessment	3	2	1	N/A
Standard 6: The Teacher Demonstrates the Implementation of Technology	3	2	1	N/A
a. Uses available technology to design and plan instruction	3	2	1	N/A
b. Uses available technology to implement instruction that facilitates student learning	3	2	1	N/A
c. Integrates student use of available technology into instruction	3	2	1	N/A
d. Uses available technology to assess and communicate student learning	3	2	1	N/A
e. Demonstrates ethical and legal use of technology	3	2	1	N/A

Overall Comments: Emily is enthusiastic about designing and implementing lessons with engaging strategies.

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Student Teacher Evaluation: Form B Post-Observation Conference Instrument

Student Teacher <u>Emily Hunter</u>	Date of Observation <u>11/9/16</u>
School <u>St. Charles Middle School</u>	District <u>Marion</u>
Observer Signature <u>See first page</u>	Student Teacher Signature <u>Emily Hunter</u>
Check evidence reviewed: <input checked="" type="checkbox"/> Lesson Plan <input type="checkbox"/> Journal <input type="checkbox"/> Portfolio	
Check applicable box: <input type="checkbox"/> Cooperating Teacher Midterm <input type="checkbox"/> Cooperating Teacher Final	
<input type="checkbox"/> University Supervisor, Visit No. _____	

Directions: Circle a rating for each indicator and standard using scoring guide:
3=Satisfactory 2=Progress Made 1=Unsatisfactory

Standard 7: Reflects on and Evaluates Teaching and Learning	(3) 2 1 N/A
a. Uses data to reflect on and evaluate student learning	(3) 2 1 N/A
b. Uses data to reflect on and evaluate instructional practice	(3) 2 1 N/A
c. Uses data to reflect on and identify areas for professional growth	3 2 1 (N/A)
Standard 8: Collaborates with Colleagues/Parents/Others	(3) 2 1 N/A
a. Identifies students whose learning could be enhanced by collaboration	(3) 2 1 N/A
b. Designs a plan to enhance student learning that includes all parties in the collaborative effort	(3) 2 1 N/A
c. Implements planned activities that enhance student learning and engage all parties	(3) 2 1 N/A
d. Analyzes data to evaluate the outcomes of collaborative efforts	(3) 2 1 N/A
Standard 9: Evaluates Teaching & Implements Professional Development	3 2 1 (N/A)
a. Self assesses performance relative to Kentucky's Teacher Standards	(3) 2 1 N/A
b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues	3 2 1 (N/A)
c. Designs a professional growth plan that addresses identified priorities	3 2 1 (N/A)
d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	3 2 1 (N/A)
Standard 10: Provides Leadership Within School/Community/Profession	3 2 1 (N/A)
a. Identifies leadership opportunities that enhance student learning &/or professional environment of the school	3 2 1 (N/A)
b. Develops a plan for engaging in leadership activities	3 2 1 (N/A)
c. Implements a plan for engaging in leadership activities	3 2 1 (N/A)
d. Analyzes data to evaluate the results of planned and executed leadership efforts	3 2 1 (N/A)
HOLISTIC PERFORMANCE SCORE (Form A and B)	(3) 2 1

Overall Comments:

Strengths/Growth Areas:

Strength- Emily uses effective questioning strategies to guide students to the correct answer.

Growth- More time in the classroom will allow Emily to gain a better understanding of student needs.