



FORM A

WEEKLY EVALUATION OF STUDENT-TEACHER CANDIDATE'S DAILY LESSONS

Student-Teacher Candidate Jessica Kellen Date 4/17/19

Cooperating Teacher Duncan Wingard Subject/Grade 2nd Grade

As you make daily observations, you may focus on selected areas of performance most relevant to the lesson plan rather than all areas of performance. The questions below may be helpful.

- Exemplary (4)** = Student-teacher candidate *consistently* and *thoroughly* demonstrates indicators of performance.
- Superior (3)** Student-teacher candidate *usually* and *extensively* demonstrates indicators of performance.
- Satisfactory (2)** Student-teacher candidate *sometimes* and *adequately* demonstrates indicators of performance.
- Unsatisfactory (1)** Student-teacher candidate *rarely* or *never* and *inappropriately* or *superficially* demonstrates indicators of performance.
- Non-applicable (0)** Criterion was non-applicable to the lesson.

TEACHER PREPARATION

| | | | | | |
|---|---|---|---|---|----|
| Do lesson plans include a variety of teaching strategies? | 4 | 3 | 2 | 1 | NA |
| Are outcomes and assessments related? | 4 | 3 | 2 | 1 | NA |
| Do lesson plans provide for appropriate activities? | 4 | 3 | 2 | 1 | NA |
| Do the lesson plans reveal thought, reflection, and creativity? | 4 | 3 | 2 | 1 | NA |
| Are lesson plans given to you prior to classroom instruction? | 4 | 3 | 2 | 1 | NA |
| Is teacher's knowledge of subject adequate? | 4 | 3 | 2 | 1 | NA |
| Are the boards, media and technology used efficiently? | 4 | 3 | 2 | 1 | NA |
| Is judgment used in selecting materials and activities to attain goals? | 4 | 3 | 2 | 1 | NA |
| Are realistic, short-range goals set? | 4 | 3 | 2 | 1 | NA |

LESSON PRESENTATION

| | | | | | |
|--|---|---|---|---|----|
| Are pupil expression and participation encouraged? | 4 | 3 | 2 | 1 | NA |
| Is divergent thinking accepted and encouraged? | 4 | 3 | 2 | 1 | NA |
| Do the lessons include skill practice and/or reinforcement activities? | 4 | 3 | 2 | 1 | NA |
| Are unexpected situations handled satisfactorily? | 4 | 3 | 2 | 1 | NA |
| Is sufficient repetition and practice provided? | 4 | 3 | 2 | 1 | NA |
| Do supplemental materials and relevant personal experiences enrich the lesson? | 4 | 3 | 2 | 1 | NA |
| Is the homework assignment explicit? | 4 | 3 | 2 | 1 | NA |

PUPIL-TEACHER RAPPORT

| | | | | | |
|---|---|---|---|---|----|
| Do the pupils willingly cooperate with the student-teacher candidate? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher maintain effective discipline when left alone? | 4 | 3 | 2 | 1 | NA |
| Are the pupils making satisfactory progress? | 4 | 3 | 2 | 1 | NA |
| Is concern for individuals shown? | 4 | 3 | 2 | 1 | NA |
| Is praise for performance expressed? | 4 | 3 | 2 | 1 | NA |
| Is there a consistently positive relationship between the student-teacher candidate and the pupils? | 4 | 3 | 2 | 1 | NA |

CLASSROOM MANAGEMENT

| | | | | | |
|--|---|---|---|---|----|
| Does student-teacher candidate know the pupils' names? | 4 | 3 | 2 | 1 | NA |
| Is attendance taken efficiently? | 4 | 3 | 2 | 1 | NA |
| How would you evaluate the first five minutes of class? | 4 | 3 | 2 | 1 | NA |
| How would you evaluate the last five minutes of class? | 4 | 3 | 2 | 1 | NA |
| Does student-teacher candidate move about the classroom? | 4 | 3 | 2 | 1 | NA |

PERSONAL DEVELOPMENT

| | | | | | |
|--|---|---|---|---|----|
| Does student-teacher candidate follow the suggestions you make? | 4 | 3 | 2 | 1 | NA |
| Do some lessons show initiative and independent thinking? | 4 | 3 | 2 | 1 | NA |
| Can you depend on student-teacher candidate to take classroom responsibility? | 4 | 3 | 2 | 1 | NA |
| Are his/her records neat and accurate? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher candidate handle trying circumstances effectively? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher candidate have a well-groomed, professional appearance? | 4 | 3 | 2 | 1 | NA |

PROFESSIONAL ATTITUDE

| | | | | | |
|---|---|---|---|---|----|
| Does student-teacher candidate relate the subject to the pupils' interests? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher candidate cooperate with you? | 4 | 3 | 2 | 1 | NA |
| Has the student-teacher candidate taken part in any extra-curricular activities? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher candidate visit other areas in the school, such as other classrooms and the library? | 4 | 3 | 2 | 1 | NA |

COMMUNICATION SKILLS

| | | | | | |
|--|---|---|---|---|----|
| Does the student-teacher candidate use correct grammar? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher candidate communicate ideas with clarity and conciseness? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher candidate have enthusiasm for the subject? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher's voice have an acceptable quality? | 4 | 3 | 2 | 1 | NA |

OTHER PROFESSIONAL EXPECTATIONS

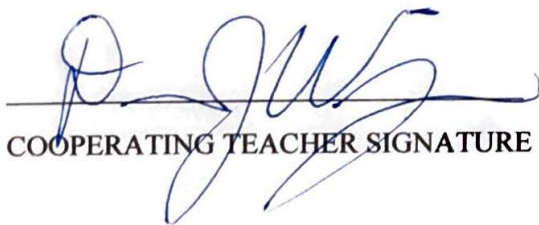
| | | | | | |
|---|---|---|---|---|----|
| Does the student-teacher candidate relate well with other members of the faculty? | 4 | 3 | 2 | 1 | NA |
| Is the student-teacher candidate poised and mature? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher candidate demonstrate creativity? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher candidate accept criticism? | 4 | 3 | 2 | 1 | NA |
| Does the student-teacher candidate have a good sense of humor? | 4 | 3 | 2 | 1 | NA |

Note 1. These are the categories and criteria for rating used in PDE-430.

COMMENTS:


STUDENT-TEACHER CANDIDATE SIGNATURE

4-23-19
DATE


COOPERATING TEACHER SIGNATURE

4-23-19
DATE