

Campbellsville University School of Education

Student Teacher Evaluation: Form A Classroom Observation Instrument

Student Teacher <u>Abby Harnack</u>	Date of Observation <u>3/13/17</u>
School <u>Taylor County Intermediate School</u>	District <u>Taylor County</u>
Student Teacher Signature <u>Abby Harnack</u>	
Check evidence reviewed: <input checked="" type="checkbox"/> Lesson Plan <input type="checkbox"/> Journal <input type="checkbox"/> Portfolio	
Check applicable box: <input checked="" type="checkbox"/> Cooperating Teacher Midterm <input type="checkbox"/> Cooperating Teacher Final	
<input type="checkbox"/> University Supervisor, Visit No. _____ <input type="checkbox"/> Video Evaluation	

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

Overall Comments:

Strengths/Growth Areas:

Observer Signature _____

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Campbellsville University School of Education

Student Teacher Evaluation: Form B Post-Observation Conference Instrument

Student Teacher <u>Abby Harnack</u>	Date of Observation <u>3/13/17</u>
School <u>Taylor County Intermediate School</u>	District <u>Taylor County</u>
Student Teacher Signature <u>Abby Harnack</u>	
Check evidence reviewed: <input checked="" type="checkbox"/> Lesson Plan <input type="checkbox"/> Journal <input type="checkbox"/> Portfolio	
Check applicable box: <input checked="" type="checkbox"/> Cooperating Teacher Midterm <input type="checkbox"/> Cooperating Teacher Final <input type="checkbox"/> University Supervisor, Visit No. _____	

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

Overall Comments:

Abby delivered her lesson in a very professional way.

Strengths/Growth Areas:

Strengths: Abby is very patient & kind to all students.

Growth: Co-lab students may need you to read questions to them.

Observer Signature Maubetta O. Yanna

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