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Description automatically generated

## Student Teacher Evaluation



Student Teacher/Intern:

School and Class: Observation Date:

Cooperating Teacher:

Principal:

Uni. Supervisor:

Directions: Please highlight the appropriate box for what is witnessed during the lesson.

Completed By: \_\_Student Teacher \_\_ Cooperating Teacher \_\_University Supervisor

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| **USU PLOs** | **Emerging**  **(1)** | **Exploring**  **(2)** | **Applying**  **(3)** | **Integrating**  **(4)** |
| **PLO 1 – Student Engagement**  Students will engage and support all learners. | | | | |
| 1.1 Use inclusive strategies to engage students by integrating prior experiences, interests, and social-emotional needs while applying UDL and MTSS principles (TPE 1.1, 1.4, 1.5, 1.7). | Minimal use of inclusive strategies, showing limited understanding. | Some inclusive strategies are used but are inconsistently or superficially applied. | Regularly uses inclusive strategies, demonstrating solid understanding and application. | Masterfully integrates inclusive strategies, adapting to diverse learner needs seamlessly. Opportunities to engage diverse learners were included. |
| 1.2 Engage students by making accommodations, maintaining communication with families, connecting subject matter to real-life contexts, and using research-based approaches (TPE 1.2, 1.3, 1.6, 1.8). | Minimal accommodations were identified, with limited application to student needs. | Identifies some accommodations and applies them with moderate effectiveness. | Identifies and effectively applies appropriate accommodations for diverse needs. | Identifies and expertly applies accommodations, anticipating student needs. |
| **PLO 2 – Learning Environment**  Students will establish an effective learning environment. | | | | |
| 2.1 Develop a learning environment with effective classroom management, clear expectations, and positive, culturally responsive interactions (TPE 2.2, 2.5, 2.6). | Basic classroom management skills with limited effectiveness. | Demonstrates inconsistent classroom management with occasional lapses | Effectively manages classroom, creating an environment conducive to learning. | Creates a dynamic and highly effective learning environment, fostering student engagement. |
| 2.2 Foster a positive and inclusive climate with interventions, conflict resolution, and resources for trauma, homelessness, and other challenges (TPE 2.1, 2.3, 2.4). | Limited efforts to create a positive and inclusive classroom climate. | Provides some efforts to foster inclusivity and positivity, with variable success. | Consistently fosters a positive and inclusive classroom climate. | Excels in creating a welcoming, inclusive, and positive classroom environment for all students. |
| **PLO 3 – Understanding and Organizing Subject Matter**  Students will apply subject matter expertise to facilitate learning. | | | | |
| 3.1 Demonstrate subject matter expertise and align instruction with current pedagogy and standards, adapting to diverse learners (TPE 3.1, 3.3, 3.5). | Demonstrates basic subject matter knowledge with some gaps. | Shows inconsistent subject matter expertise when facilitating learning effectively. | Applies strong subject matter expertise to facilitate learning effectively. | Expertly applies deep subject matter knowledge, facilitating exceptional learning experiences. |
| 3.2 Design lessons integrating subject matter expertise, accommodations, diverse methods, and technologies to engage students (TPE 3.2, 3.4, 3.6, 3.7, 3.8). | Lessons show limited integration of subject matter expertise. | Integrates subject matter expertise inconsistently, with moderate student engagement. | Regularly integrates subject matter expertise into engaging and relevant lessons. | Seamlessly integrates deep subject matter expertise, creating highly engaging and relevant lessons. |
| **PLO 4 – Planning Instruction**  Students will craft appropriate learning experiences differentiated to diverse learners. | | | | |
| 4.1 Design developmentally appropriate, differentiated instruction integrating cross-disciplinary content and utilizing technology, materials, and modifications (TPE 4.2, 4.3, 4.4, 4.5). | Limited differentiation of learning experiences to address diverse needs. | Some differentiated learning experiences, but with inconsistencies in meeting diverse needs. | Consistently crafts differentiated learning experiences for diverse learners. | Expertly differentiates learning experiences, meeting the diverse needs of all learners. |
| 4.2 Align lessons that reflect collaboration with colleagues, state standards, and the use of ISTE standards (TPE 4.1, 4.6, 4.7, 4.8). | Lesson plans are missing some elements or are not well aligned. | Lesson plans are mostly aligned and complete. | Lesson plans are consistently aligned and complete. | Lesson plans are expertly aligned and complete. |
| **PLO 5 – Assessing Students**  Students will effectively evaluate student learning outcomes. | | | | |
| 5.1 Design and administer evaluations that engage students in self-assessment, using technology for administration, analysis, and communication (TPE 5.1, 5.3, 5.4, 5.8). | Uses limited or ineffective evaluation methods. | Employs some effective evaluation methods, but inconsistently. | Consistently uses effective evaluation methods to assess student learning outcomes. | Innovatively uses diverse and effective evaluation methods to assess outcomes comprehensively. |
| 5.2 Collect and analyze assessment data to adjust instruction, provide timely feedback for student growth, and support English learners and students with disabilities. (TPE 5.2, 5.5, 5.6, 5.7). | Provides minimal or unclear feedback with limited influence on student growth. | Gives some constructive feedback, with a variable influence on student growth. | Regularly provides clear and constructive feedback that supports student growth. | Delivers insightful and influential feedback that significantly enhances student growth. |
| **PLO 6 – Developing as a Professional Educator**  Students will commit to pursuing professional development as educators. | | | | |
| 6.1 Commit to professional development by setting goals, communicating with colleagues, and adhering to professional conduct standards (TPE 6.3, 6.4, 6.6). | Shows minimal engagement in professional development activities. | Participates in professional development sporadically, with limited application. | Actively engages in professional development and applies learning to practice. | Demonstrates a strong and ongoing commitment to professional growth, proactively seeking and integrating new learning effectively |
| 6.2 Reflect on teaching practices to improve effectiveness, uphold ethical behavior, and analyze how education context influences governance and finance. (TPE 6.1, 6.2, 6.5, 6.7). | Rarely reflects on teaching practices, with limited improvement. | Occasionally reflects on teaching practices, showing some improvement. | Regularly reflects on and improves teaching practices based on insights gained. | Continuously reflects on and innovates teaching practices, demonstrating significant and sustained improvement. |
| **PLO 7 – Literacy Instruction**  Students will implement effective literacy instruction strategies to support the diverse needs of all students. | | | | |
| 7.1 Implement evidence-based literacy strategies that support diverse needs, adhering to standards and dyslexia guidelines, and incorporating culturally sustaining practices (TPE 7.1, 7.2, 7.3, 7.4). | Uses few literacy instruction strategies with limited effectiveness. | Employs some literacy instruction strategies, but inconsistently supports diverse needs. | Regularly uses effective literacy instruction strategies to support diverse student needs. | Masterfully implements diverse and effective literacy strategies, meeting the needs of all students. |
| 7.2 Integrate literacy instruction across the curriculum, developing foundational skills and fostering language development using home languages and dialects (TPE 7.5, 7.6, 7.7, 7.8, 7.9). | Literacy instruction is minimally integrated across the curriculum. | Integrates literacy instruction in some areas of the curriculum inconsistently. | Consistently integrates effective literacy instruction across the curriculum. | Seamlessly integrates literacy instruction throughout the curriculum, enhancing overall learning. |
| 7.3 Integrate literacy instruction for English learners and students with reading difficulties by using formative assessments and providing ELD that supports cultural and linguistic assets (TPE 7.10, 7.11). | Literacy instruction for English learners and students with reading difficulties is minimally integrated across the curriculum. | Integrate literacy instruction for English learners and students with reading difficulties in some areas of the curriculum inconsistently. | Consistently integrates effective literacy instruction across the curriculum for English learners and students with reading difficulties. | Seamlessly integrates literacy instruction throughout the curriculum, enhancing overall learning for English learners and students with reading difficulties. |

**Comments:**

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_