



## College of Menominee Nation Student Teaching Evaluation Form Framework for Teaching

Student Teacher \_\_\_\_\_ Date of Evaluation \_\_\_\_\_ Grade or Subject \_\_\_\_\_

School/District \_\_\_\_\_ Supervisor \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Please assess your teacher-candidate's performance by selecting the number that best characterizes each component. Use the following rating scale: *N/O (not observed)*; *0 (unsatisfactory)*; *1 (basic)*; *2 (proficient)*; *3 (distinguished)*.

Little or no evidence results in a score of zero; some evidence results in a score of one; strong evidence results in a score of two; exceptional evidence results in a score of three. Feel free to write comments in the space available at the bottom of each domain. Our teacher education program is committed to a multicultural perspective. Include observations related to diversity, such as race, special needs, gender, ethnicity, lifestyle and socioeconomic factors when appropriate.

\* The N/O (not observed) rating scale may be used for the entire component or for the individual elements.

### Domain 1: Planning and Preparation

#### The Student Teacher:

Components and Elements	N/O	0	1	2	3	Score
1a. Demonstrates knowledge of content and pedagogy. <ul style="list-style-type: none"> <li>- Applies learning principles which consider the knowledge bases of diversity</li> <li>- Utilizes content related to several diverse perspectives</li> <li>- Includes concepts and skills that are relevant to students' needs and interests</li> <li>- Writes lesson plans that accommodates diverse learning styles</li> <li>- Adapts teaching techniques appropriate to students' levels of understanding</li> </ul>						
1b. Demonstrates knowledge of students <ul style="list-style-type: none"> <li>- Relates principles of human growth and development from a variety of diverse cultures</li> <li>- Exhibits a sensitivity to community and cultural norms</li> <li>- Assesses individual needs and interests of the students</li> <li>- Integrates the resources individual students bring to the classroom</li> </ul>						
1c. Demonstrates ability to set instructional outcomes. <ul style="list-style-type: none"> <li>- Includes needs of diverse learners</li> <li>- Identifies important concepts and skills</li> <li>- Writes clear goals and objectives for the different ways in which diverse students learn</li> <li>- Matches goals and objectives to students' diverse learning styles</li> <li>- Creates goals and objectives that correspond to viable methods of assessment</li> </ul>						
1d. Demonstrates knowledge of resources. <ul style="list-style-type: none"> <li>- Identifies school and district resources for diverse learners</li> <li>- Uses technology to locate and obtain resources</li> <li>- Include families/caregivers as assets in the learning setting</li> </ul>						
1e. Demonstrates ability to provide coherent instruction. <ul style="list-style-type: none"> <li>- Plans thoroughly and consistently</li> <li>- Addresses students' current needs and connects to the next level of learning</li> <li>- Organizes heterogeneous instructional groups</li> <li>- Uses variety and sensitivity in selecting instructional techniques and materials</li> <li>- Designs activities that ensure students' application of knowledge and skills</li> <li>- Organizes and prepares materials, supplies, and equipment</li> </ul>						
1f. Demonstrates ability to design student assessments. <ul style="list-style-type: none"> <li>- Selects assessment methods that correspond to instructional goals and objectives</li> <li>- Designs appropriate formal/informal assessment strategies</li> <li>- Communicates criteria and standards to students in an effective manner</li> <li>- Establishes methods for assessing student progress</li> <li>- Utilizes a variety of techniques for student self-assessment</li> <li>- Uses assessment results in planning subsequent instruction</li> </ul>						

Comments for Domain 1:

## Domain 2: Classroom Environment

### The Student Teacher:

Component and Elements	N/O	0	1	2	3	Score
2a. Creates an environment of respect and rapport. <ul style="list-style-type: none"> <li>- Demonstrates genuine concern and respect for all students</li> <li>- Establishes and maintains appropriate rapport with students as individuals</li> <li>- Encourages responses and interactions that foster positive relationships among students</li> <li>- Establishes an environment of respect that values individual differences among students</li> </ul>						
2b. Establishes a culture for learning. <ul style="list-style-type: none"> <li>- Establishes high expectations for individuals of varying abilities</li> <li>- Cultivates student interest in the content and makes it relevant to the learner</li> <li>- Models the importance of cognitive, affective, and psychomotor learning</li> </ul>						
2c. Manages classroom procedures. <ul style="list-style-type: none"> <li>- Manages and selects instructional groups that reflect diversity</li> <li>- Creates smooth instructional transitions</li> <li>- Uses efficient routines for handling materials and supplies</li> <li>- Uses effective strategies for managing non-instructional duties</li> </ul>						
2d. Manages student behavior. <ul style="list-style-type: none"> <li>- Observes, monitors and records relevant student behaviors</li> <li>- Creates and applies realistic standards of conduct for all students</li> <li>- Documents the interactions of diverse instructional groups to maximize productivity</li> <li>- Responds effectively and sensitively to individual student behavior</li> <li>- Works with all students to encourage positive behavior choices</li> </ul>						

Comments for Domain 2:

## Domain 3: Instruction

### The Student Teacher:

Component and Elements	N/O	0	1	2	3	Score
3a. Communicates with students. <ul style="list-style-type: none"> <li>- Models good grammar and syntax in the school setting</li> <li>- Spells correctly and writes legibly</li> <li>- Uses voice effectively through proper enunciation, volume, pitch, and speed</li> <li>- Expresses ideas clearly, concisely, accurately and logically</li> <li>- Communicates sensitively and equitably across diverse populations</li> </ul>						
3b. Uses appropriate questioning and discussion techniques. <ul style="list-style-type: none"> <li>- Asks questions at various cognitive levels to encourage higher levels of thinking</li> <li>- Employs divergent questions to bring in other perspectives</li> <li>- Asks questions that encourage exploration of content from different perspectives</li> <li>- Allows adequate wait time for student responses after asking questions</li> <li>- Probes students response seeking clarification or elaboration</li> <li>- Engages all students in discussion</li> </ul>						
3c. Engages students in learning. <ul style="list-style-type: none"> <li>- Connects lesson content to students' knowledge, interests, experiences, and cultures</li> <li>- Communicates goals, objectives, directions, and procedures clearly</li> <li>- Paces lessons appropriately based on students' needs and abilities</li> <li>- Utilizes materials and technologies appropriate to diverse learning styles</li> <li>- Incorporates a variety of activities and materials suitable to instructional goals and objectives</li> <li>- Utilizes various instructional strategies (problem-based, direct instruction, cooperative learning)</li> </ul>						
3d. Uses assessment in instruction. <ul style="list-style-type: none"> <li>- Gives accurate, specific, and substantive feedback</li> <li>- Provides constructive feedback that advances understanding</li> <li>- Gives feedback in a timely manner</li> <li>- Responds sensitively to verbal and nonverbal signals from students that indicate lack of understanding</li> <li>- Reacts to students' verbal and nonverbal communication in a positive manner</li> </ul>						

Comments for Domain 3:

**Domain 4: Professional Responsibilities** (NOTE: Gray highlights indicate areas in which the student teacher has little control and/or responsibility. Therefore, no rating is required in these areas.)

**The Student Teacher:**

<b>Components and Elements</b>	<b>N/O</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Score</b>
<b>4a. Reflects on teaching.</b> - Articulates and understanding of lessons’ goals and objectives - States the strengths and weaknesses of lessons based on data - Analyzes students’ participation in terms of content comprehension - Encourages participation from diverse student populations - Writes reflections about lessons and refines subsequent instruction						
<b>4b. Maintains accurate records.</b> - Records and updates the results of students’ assignments - Collects information about students’ progress in a systematic manner - Analyzes performance of students with diverse learning styles - Maintains records of non-instructional activities						
<b>4c. Communicates with families.</b> - Maintains confidentiality in all situations/settings - Communicates positive information and concerns to parents/caregivers - Engages family members/caregivers in the instructional program						
<b>4d. Participates in a professional community.</b> - Involvement in a culture of professional inquiry - Service to the school - Participation in school and district projects - Relationships with University and campus placement colleagues - Participation in College and campus placement events/meetings/trainings						
<b>4e. Demonstrates professional growth and development</b> - Enhancement of knowledge and skills - Service to the profession - Receptivity and responsiveness to feedback - Improvement/growth in performance						
<b>4f. Demonstrates professionalism.</b> - Dresses professionally in the school setting - Completes schedules, assignments, and other paperwork on time - Completes work in the manner prescribed by the college and/or the school district - Complies with school and class rules - Uses relevant code of ethics for the teaching profession - Follows proper procedures for reporting students’ welfare and safety - Acts responsibly regarding school and personal property						

**Comments for Domain 4:**

**Cooperating Teacher’s Summary Comments:**

\_\_\_\_\_  
**Student Teacher’s Signature/Date**

\_\_\_\_\_  
**Cooperating Teacher’s Signature/Date**

\_\_\_\_\_  
**CMN Faculty Supervisor Signature/Date**