



## Professional Education Programs

### Elementary Education Student Teaching Evaluation Form

Below is an example of the evaluation instrument that you will complete for your NAU student teacher candidate at midterm and final dates. Please check with the University Supervisor to determine a “best fit” timeframe for completion of each evaluation. Completion and submission of the midterm and final evaluations are required to finalize remuneration for mentoring a candidate.

The evaluation instrument is delivered to your reported email through the NAU Qualtrics Survey System. Upon successful completion, the results will be emailed to your teacher candidate and the University Supervisor. If there is a need to report an “unsatisfactory progress” on behalf of the teacher candidate, the results will also be sent to the Director of the Office of Fieldwork Experiences as an “alerted” situation.

Thank you for taking the time to provide a meaningful, guided evaluation of your teacher candidate’s performance in your classroom noting the impact they have on student learning.

N-Not Applicable/Not Observed		U-Unacceptable		A-Acceptable		T-Target	
N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
<b>Designing and Planning Instruction (DPI)</b>							
Focuses instruction on applicable academic standards							
Includes learning experiences that are developmentally appropriate for learners							
Includes learning experiences that are appropriate for curriculum goals							
Addresses prior knowledge of individual and group performance							
Define & prioritize short and long term curriculum goals							
Includes learning experiences that are based upon principles of effective instruction							
Includes learning experiences that accurately represent content							
Incorporates appropriate assessment of student progress							
Addresses any physical, mental, social, cultural, and community differences among learners							
Includes learning experiences that address a variety of cognitive levels							
Includes appropriate use of a variety of methods, materials and resources							
Aligns curriculum with the student assessments							
Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning							
Accesses resources and services to foster student learning							
<b>Creating and Managing a Positive Learning Environment (CMPLE)</b>							
Establishes and maintains standards of mutual respect							
Displays effective classroom management							
Applies to daily practice the ethics of the profession							
Respects the individual differences among learners							
Encourages the student to demonstrate self-discipline and responsibility to self and others							
Provides a motivating learning environment							
Promotes appropriate classroom participation							
Organizes materials, equipment, and other resources appropriately							
Listens thoughtfully and responsively							
Facilitates people working productively and cooperatively with each other							
<b>Implements and Manages Instruction (IMI)</b>							
N-Not Applicable/Not Observed	U-Unacceptable	A-Acceptable	T-Target	N	U	A	T
Appropriately implements a teacher-designed lesson plan get							
Maximizes the amount of class time students are engaged in learning							

Uses strategies that are appropriate to students' developmental levels				
Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity				
Communicates to students specific standards and high expectations for learning				
Models the skills, concepts, attributes, or thinking processes to be learned				
<b>N-Not Applicable/Not Observed      U-Unacceptable      A-Acceptable      T-Target</b>				
<b>N-Not Applicable/Not Observed      U-Unacceptable      A-Acceptable      T-Target</b>	<b>N</b>	<b>U</b>	<b>A</b>	<b>T</b>
Adjusts instruction based on feedback from students				
Encourages critical thinking				
Connects lesson content to real life situations when appropriate				
Uses technology and a variety of instructional resources appropriately				
Uses a variety of effective teaching strategies to engage students actively in learning				
Links learning with students' prior knowledge, experiences, and backgrounds				
Provides opportunities for students to use and practice what is learned				
Demonstrates effective written and oral communication				
<b>Assesses Learning and Communicates Results (ALCR)</b>				
Promotes student self-assessment				
Uses a variety of appropriate formal and informal assessments aligned with instruction				
Offers students and parents appropriate feedback on progress toward learning expectations				
Maintains privacy of student records and performance				
Maintains records of student work and performance and uses them to guide instructional decisions				
<b>Professional Conduct (PC)</b>				
Collaborates with colleagues to achieve teaching goals				
Presentation of Professional Portfolio progress				
Prepared to meet responsibilities of the day well before school day starts				
Accepts constructive criticism in a professional manner and makes adjustments				
Uses student names (asks when does not know)				
Responds appropriately to student needs				
Fulfills requirements of attendance and punctuality				
Open to new ideas				
Demonstrates caring and empathic disposition				
Demonstrates initiative				
Maintains an appropriate appearance				
Addresses teachers, administrators, and university supervisor with respect				
Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals				
Demonstrates use of voice projection and inflection				
Addresses students with respect				
Has high student expectations for learning and behavior				
Displays confidence				
Demonstrates ethical behavior and reasoning				
Shows enthusiasm and a positive attitude				
<b>Progress</b>				
<b>Student Teacher's Professional Progress</b>				
<b>1) Student Teacher's Professional Progress (check one)</b>				
Professional progress is satisfactory for time and placement.				
Professional progress is not satisfactory for time and placement ( <b>mark ALERT at top</b> )				

Comments: **Please provide any additional comments you would like to add regarding this student's performance.**

Comments: **How did your candidate use technology to impact student learning in the classroom? Please be specific in terms of the software, applications, hardware, other devices, or technology integration strategies used.**

Comments: **How did your candidate demonstrate appropriate professional behavior? (e.g., professional dress, language, punctuality, ethical behavior, reflective practice, flexibility, initiative, collaboration, responsibility, accepting constructive feedback, fostering respectful communication, etc.)Please provide any additional comments you would like to add regarding this student's performance.**

Comments: **Briefly describe how your student teacher candidate interacted with your students to positively impact your students' overall learning (e.g., analysis of learning-teaching context, review or implementation of pre-assessment(s), active engagement of students, differentiation of instruction, use of formative assessment techniques, analysis of assessment data in relation to learning outcomes, etc.)?Please provide any additional comments you would like to add regarding this student's performance.**

Please note the interpretation for the scoring rubric is as follows:

N = Not Applicable/Not Observed = You have not seen evidence of candidate demonstrating the criteria.

U = Unacceptable = You have seen evidence of candidate demonstrating unacceptable performance in the criteria.

A = Acceptable = You have seen evidence of candidate demonstrating acceptable or appropriate performance in the criteria. This would be the level in which all candidates are expected to "meet" by the end of their experience in your classroom.

T = Target = Exceeding = You have repeatedly seen evidence of candidate demonstrating a level above the standard expectation of practice for a student teacher candidate. The performance would be equal to a practicing teacher beyond the first year.