

THREE-WAY EVALUATION 2013 – 2014

Student Teacher's Name:	
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Instructions:

Candidates for an Initial Teaching License must demonstrate knowledge, skills, and competencies in each of the five teacher functions. The three-way evaluation is an assessment of the student's teaching performance in these areas. This form is to be filled out by the cooperating teacher, university supervisor, and student teacher after completing the Formal Observations. All three parties complete a separate evaluation form and meet to reach a consensus for scoring each criterion. **Therefore, only one set of scores is submitted with everyone's signature.**

Rate each of the performance standards based on a scale 1 - 4 (see scale descriptions below). Not Applicable (NA) or Not Observed is only to be used for Evaluation #1 if standard is italicized; NA is not allowed on Evaluation #2. **Partial scores (e.g. 2.5) are not acceptable.**

Student teachers should earn at least an average score of "3" in each section by the second three-way evaluation. If a student is awarded a "2" or below on a specific performance criteria, please provide an explanation for the score on the last page under "Additional Comments."

Scale:

- NA = Not Applicable or Not Observed (*only to be used for Evaluation #1 if standard is italicized; NA is not allowed on Evaluation #2.*)
- 1 = Significantly Below Standard
- 2 = Progressing Toward Standard
- 3 = Meets Standard
- 4 = Exceeds Standard

Score	Description
NA Not Applicable or Not Observed	Not applicable or not observed at this time in the classroom. (This may only to be used for Evaluation #1 if the standard is italicized. It is expected that all other standards will be scored even though the student teacher may have had limited time to make progress towards the standard. NA not allowed for any standard in Evaluation #2.)
1 Significantly Below Standard	The student teacher consistently functions at an inadequate or unacceptable level of performance. He/she will require significant improvement and growth to meet the expected standard.
2 Progressing Toward Standard	At times, the student teacher demonstrates an adequate or acceptable level of performance; however, his/her level of performance is in need of improvement to meet the expected standard.
3 Meets Standard	The student teacher demonstrates adequate and acceptable level of performance, occasionally demonstrating a high level of performance. He/she often strives to expand his/her scope and ability.
4 Exceeds Standard	The student teacher frequently functions at an outstanding level of performance and frequently strives to expand his/her scope and ability.

Professional Teacher Education Unit

THREE-WAY EVALUATION* 2013 – 2014

*Based on Oregon TSCP OAR 584-017-0100 Objectives for Initial Teacher Licensure

PLEASE PRINT

Student Teacher's Name:	
Cooperating Teacher for Evaluation #1:	
University Supervisor for Evaluation #1:	
Evaluation #1 Date:	
Cooperating Teacher for Evaluation #2:	
University Supervisor for Evaluation #2:	
Evaluation #2 Date:	

1. In PLANNING FOR INSTRUCTION, the student teacher plans instruction that supports student progress in learning and is appropriate for the developmental level:

Evaluation #1	Evaluation #2	Performance Standards
		a. Selects or writes learning goals for units of instruction that are consistent with the school's long-term curriculum goals, State content standards, and district standards.
		b. Selects or writes learning goals for units of instruction that are consistent with research findings on how students learn and the physical and mental maturity of one's students.
		c. Determines the current performance level of one's students with respect to the learning goals established for a unit of instruction.
		d. Establishes objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals.
		e. Determines content, skills, and processes that will assist students in accomplishing desired unit outcomes, and designs learning activities that lead to their mastery.
		f. Selects and organizes materials, equipment, and technologies needed to teach a unit of instruction.
		g. Designs and adapts unit and lesson plans for all learners and exceptional learners, including, but not limited to students with varying cultural, social, socio-economic, and linguistic backgrounds.
		h. Estimates the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.

2. In ESTABLISHING A CLASSROOM CLIMATE CONDUCIVE TO LEARNING, the student teacher:

Evaluation #1	Evaluation #2	Performance Standards
		a. Affirms the dignity and worth of all students and provide the positive support students need to be effective learners.
		b. Establishes, communicates, and maintains classroom rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities.
		c. Employs equitable practices that are just to all students on principles of gender equity and racial justice, and that supports a least restrictive environment for all students.
		d. Models and reinforces appropriate social behavior in the classroom that supports student learning and development, and provides meaningful reinforcement when it occurs.
		<i>e. Uses knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior.</i>
		f. Monitors student conduct, and takes appropriate action when misbehavior occurs.
		g. Interacts thoughtfully and courteously with all students and their families and seeks to resolve conflicts in a professional manner, respecting familial and community cultural contexts.
		h. Uses classroom time effectively to provide maximum time for learning.
		i. Manages instructional transitions decisively and without loss of instructional time.
		j. Arranges and sets up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons.
		<i>k. Coordinates the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.</i>

3. In ENGAGING STUDENTS IN PLANNED LEARNING ACTIVITIES, the student teacher:

Evaluation #1	Evaluation #2	Performance Standards
		a. Chooses organizational structures appropriate for the objectives of instruction.
		b. Communicates learning outcomes to be achieved and focuses student interest on tasks to be accomplished.
		c. Implements instructional plans that employ knowledge of subject matter and basic skills.
		d. Uses a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures.
		e. Emphasizes instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking.
		f. Monitors the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

4. In EVALUATING STUDENT PROGRESS, the student teacher:

Evaluation #1	Evaluation #2	Performance Standards
		a. Selects or develops non-biased, valid and reliable tests, performance measures, observations, student interviews, or other formal or informal assessment procedures to determine the progress of all students.
		<i>b. Documents student progress in accomplishing State-adopted content standards and district standards, prepares data summaries that show this progress to others, and informs students, supervisors, and parents about progress in learning.</i>
		c. Refines plans for instruction, establishes alternative goals or environments, or makes referrals when appropriate.
		d. Assembles, reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and uses evidence of effectiveness in planning further intervention.

5. In EXHIBITING PROFESSIONAL BEHAVIORS, ETHICS, AND VALUES, the student teacher:

Evaluation #1	Evaluation #2	Performance Standards
		a. Is dependable, conscientious, and punctual.
		b. Meets work schedule demands.
		c. Is aware of the importance of dressing appropriately.
		d. Is aware of, and acts in accordance with school policies and practices.
		e. Understands the organizational culture and expectations that operate within a school and that impact on students and student learning.
		f. Interacts constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community.
		g. <i>Collaborates with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning.</i>
		h. <i>Performs advisory functions for students in formal and informal settings.</i>
		i. <i>Functions as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards, and district standards. (Note: This may not be evident at all if it is not part of the school culture.)</i>
		j. Exhibits energy, drive, and determination to make one's school and classroom the best possible environment for teaching and learning.
		k. Exhibits energy, drive, and determination to become a professional educator.

6. Additional Comments:

Signatures and Dates (date format MO/DAY/YEAR)	
Evaluation #1 Date: _____	Evaluation #2 Date: _____
Student Teacher (signature)	Student Teacher (signature)
Cooperating Teacher (signature)	Cooperating Teacher (signature)
University Supervisor (signature)	University Supervisor (signature)