Westminster Preservice Teacher Evaluation Form

Teacher Candidate:

Methods # ___          Student Teaching # ___          Mid-Term ___          Final Evaluation___

Date/Time:            Grade/Subject:            School/Mentor:            Completer:            Signature:            


Please see Utah Institutions of Higher Education Preservice Teacher Evaluation Rubric for description of each indicator

<table>
<thead>
<tr>
<th>Rating</th>
<th>Standard 1: Learner Development</th>
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<tbody>
<tr>
<td></td>
<td>The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.</td>
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<tr>
<td>The teacher:</td>
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<tr>
<td>• Creates learning experiences that demonstrate an understanding of the developmental levels of learners (i.e., cognitive, linguistic, sociocultural, emotional, and physical)</td>
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<tr>
<td>• Collaborates with colleagues and other professionals to promote student growth and development</td>
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<tr>
<td>Comments and Suggestions:</td>
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<thead>
<tr>
<th>Rating</th>
<th>Standard 2: Learning Differences</th>
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<tbody>
<tr>
<td></td>
<td>The teacher understands individual learner differences and cultural and linguistic diversity.</td>
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<tr>
<td>The teacher:</td>
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<tr>
<td>• Applies understanding of learner diversity to encourage all learners to reach their full potential</td>
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<tr>
<td>• Designs, adapts, and delivers instruction to address students’ diverse learning strengths and needs</td>
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<tr>
<td>• Allows multiple ways to demonstrate learning</td>
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<tr>
<td>Comments and Suggestions:</td>
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<thead>
<tr>
<th>Rating</th>
<th>Standard 3: Learning Environments</th>
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<tbody>
<tr>
<td></td>
<td>The teacher works with learners to create environments that support individual and collaborative learning, social interactions, active engagement in learning, and self-motivation.</td>
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<tr>
<td>The teacher:</td>
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<tr>
<td>• Uses a variety of classroom management strategies to proactively gain and maintain student attention, facilitate smooth transitions, and to support a positive and respectful learning environment</td>
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<tr>
<td>Comments and Suggestions:</td>
<td></td>
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<tr>
<td>The teacher:</td>
<td>Comments and Suggestions:</td>
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<tr>
<td><strong>Consistently identifies potentially disruptive situations and intervenes in an appropriate and timely manner to maintain a positive learning environment</strong></td>
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<tr>
<td><strong>Encourages students to use speaking, listening, reading, writing, analysis, synthesis, and decision-making skills in collaborative learning contexts</strong></td>
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**Rating**

**Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

- Understands and conveys accurate content and process knowledge of the discipline
- Connects content to Utah State Core Standards, personal schemas, and real world contexts
- Supports students in learning and using academic language accurately and meaningfully
- Uses multiple representations of concepts that capture key ideas and makes content comprehensible
- Engages students in methods of inquiry and standards of evidence used in a specific discipline

**Rating**

**Standard 5: Assessment**

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

- Uses multiple methods of formal and informal assessments to guide planning and adapt instruction
- Designs or selects appropriate assessments in a variety of formats to determine whether learning objectives described in state standards have been met
- Provides ways for learners to monitor and reflect upon their own progress
- Identifies the elements of quality work and provides timely feedback

**Comments and Suggestions**
- Documents student progress and provides descriptive feedback to students and other stakeholders
- Adjusts assessment methods and makes appropriate accommodations for students with special learning needs

**Rating**

**Standard 6: Instructional Planning**
The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.

**The teacher:**
- Prepares workable, meaningful and developmentally appropriate written lesson plans aligned to state standards
- Applies learners’ sociocultural backgrounds in the design of instruction to encourage all learners to reach their full potential
- Adapts pre-determined plans, materials, and time frames to create learning experiences that are relevant to learners and based on effective instruction
- Differentiates, as needed, to meet individual learner needs
- Plans authentic learning experiences for students to use thinking skills and create original work
- Plans varied group configurations that support objectives and provide opportunities for learners to develop communication skills

**Comments and Suggestions**

**Rating**

**Standard 7: Instructional Strategies**
The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

**The teacher:**
- Practices a range of developmentally, culturally, and linguistically appropriate instructional strategies to meet the needs of students’ diverse cognitive levels and learning styles (i.e., differentiation)
- Provides multiple opportunities for students to develop higher order and metacognitive skills (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, questioning, self-monitoring).
- Supports and expands learners’ communication skills
- Uses a variety of effective technology and resources to support learning
- Develops learners’ abilities to find and use information to solve real world problems
- Uses a variety of questioning strategies to promote engagement and learning

### Rating

#### Standard 8: Reflection and Continuous Growth
The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

The teacher:
- Participates in a meaningful lesson reflection with supervisor
- Accepts suggestions and constructive criticism to adapt and improve practice over time
- Identifies own background and experiences that have an impact on teaching and learning

#### Comments and Suggestions

#### Rating

#### Standard 9: Leadership and Collaboration
The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

The teacher:
- Collaborates to develop cordial professional and family relationships to fulfill required duties and promote student learning

#### Comments and Suggestions

#### Rating

#### Standard 10: Professional and Ethical Behavior
The teacher demonstrates the highest standard of legal, moral, and ethical conduct in compliance with federal and state rules and laws.

The teacher:
- Demonstrates professionalism including: professional appearance, punctuality, attendance, flexibility, compliance with federal and state rules and laws

#### Comments and Suggestions