

**FORM 110F: UNIVERSITY SUPERVISOR SUMMARY EVALUATION**

Candidate Name:  Date:

Major:  Supervisor:

Enter data in gray boxes only

*and rate her or him accordingly. The average of the 10 scores is used in the Student Teaching Grade Calculator.*

	Rating
<b>1. CONTENT:</b> Demonstrates understanding of the content being taught. Provides evidence of creating learning opportunities that connect students' prior learning to new concepts and other disciplines; selecting accurate, developmentally appropriate resources that are meaningful for students.	1
<b>2a. TEACHING:</b> Provides evidence of using multiple teaching and learning strategies to meet needs of students; aligning lesson and unit plans with the state and local curricular goals; using technology to increase student engagement	2a
<b>2b. ASSESSMENT:</b> Provides evidence of using a variety of assessments to plan instruction; ways of monitoring student performance and evaluating student learning; documenting impact of instruction on students.	2b
<b>2c. MANAGEMENT:</b> Presents evidence of creating a fair, supportive, and consistent learning environment; implementing positive behavioral support strategies; using effective procedures and routines.	2c
<b>3. CRITICAL THINKING:</b> Presents evidence of using strategies to promote critical thinking, problem-solving and inquiry; creating engaging problems that connect to students' lives; engaging students in higher order thinking.	3
<b>4. DIVERSITY:</b> Provides evidence of differentiating instruction appropriate to students' stages of development, learning styles, strengths, and needs; collaborating with resource personnel to increase student learning; embracing cultural, ethnic, and social differences.	4
<b>5. COMMUNICATION:</b> Presents evidence of effective verbal, nonverbal, and media communication engaging to students; well-constructed written communication; oral communication using standard English.	5
<b>6a. COLLABORATION:</b> Provides evidence of collaborating with colleagues, parents and the community to support students' learning and well-being.	6a
<b>6b. REFLECTION AND PROFESSIONAL DEVELOPMENT:</b> Provides evidence of reflecting about teaching practice; engaging in opportunities to grow professionally.	6b
	#DIV/0!

Enter data in gray boxes only

<b>6c. PROFESSIONAL DISPOSITIONS AND CONDUCT:</b> Demonstrates professional dispositions and conduct during the internship.	6c	
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<b>Final Competency Score from University Supervisor</b>	<b>#DIV/0!</b>
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This Score will automatically be copied to Grade Calculator

**FORM 103: EVALUATION RUBRIC FOR TEACHER CANDIDATES**

University supervisor Evaluation: Observation#

Fill in gray boxes.

Teacher Candidate:

Date:

Cooperating Teacher:

School:

Subject:

Grade Level:

Use numerical rating: 4 - Exceptional 3 - Proficient 2 - Basic 1 - Unacceptable  
See Handbook, pages 46 - 47, for further explanation of ratings.

**1 CONTENT KNOWLEDGE** **Rating:**

D=Demonstrated; ND=Not Demonstrated

Delete D or ND

Use numeri

D	ND	Demonstrates a clear understanding of the content being taught.
D	ND	Elicits students' prior knowledge and makes connections to new concepts.
D	ND	Uses multiple representations to illustrate concepts.
D	ND	Discusses multiple viewpoints, theories, and methods of inquiry important to the understanding of the discipline.
D	ND	Selects curricular materials that are accurate, in-depth, comprehensive, and appealing to the students.
D	ND	Seeks out and uses supplementary materials that go beyond the text.
D	ND	Develops and teaches interdisciplinary lessons as part of a larger unit.
D	ND	Seeks out and uses other resources/research to develop own content expertise.

Evidence & comments:

**2A PEDAGOGY: Teaching** **Rating:**

D=Demonstrated; ND=Not Demonstrated

Delete D or ND

D	ND	Develops and documents instructional plans that are appropriately aligned with the Alabama Courses of Study.
D	ND	Develops and implements detailed lesson plans.
D	ND	Implements developmentally appropriate curricular materials and activities.
D	ND	Uses various group (e.g., whole group instruction, group work, think-pair-share,

cooperative learning, small group instruction, co-teaching)

<b>D</b>	<b>ND</b>	Uses a variety of instructional models to promote higher-order thinking (e.g., problem-based learning, group investigation, concept attainment, inductive model, integrative model).
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<b>D</b>	<b>ND</b>	Uses technology to increase student engagement: (e.g., ELMO, overhead projector, digital projector, multimedia, Smart Board).
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<b>D</b>	<b>ND</b>	Differentiates instruction to facilitate the attainment of learning objectives.
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<b>D</b>	<b>ND</b>	Uses wait time and scaffolding to support thoughtful student responses.
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Evidence & comments:

## 2B PEDAGOGY: Assessing Student Learning

Rating:

<b>D</b> =Demonstrated; <b>ND</b> =Not Demonstrated
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Delete **D** or **ND**

<b>D</b>	<b>ND</b>	Uses assessment data to plan (pre-assessment data should be evidenced in lesson plan or unit plan).
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<b>D</b>	<b>ND</b>	Uses individual and group responses to pace learning, proceed with new work, or re-teach.
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<b>D</b>	<b>ND</b>	Identifies students' learning styles and plans accordingly.
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<b>D</b>	<b>ND</b>	Uses assessment data to document impact on whole class and individual student learning, including progress on IEP goals and objectives where applicable. Pre- and post-test data should be shared with cooperating teacher, university supervisor, and students (insuring that students' rights to confidentiality are observed and maintained).
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Evidence & comments:

## 2C PEDAGOGY: Managing the Learning Environment

Rating:

<b>D</b> =Demonstrated; <b>ND</b> =Not Demonstrated
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Delete **D** or **ND**

<b>D</b>	<b>ND</b>	Demonstrates fairness, supportiveness, and consistency in order to achieve a positive learning environment.
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<b>D</b>	<b>ND</b>	Uses instructional time effectively and monitors student participation and interactions (student engagement).
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<b>D</b>	<b>ND</b>	Develops and implements procedures and routines to enhance a positive and effective learning environment (time management, transition management).
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<b>D</b>	<b>ND</b>	Organizes space, materials, and activities to maximize teaching and learning.
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<b>D</b>	<b>ND</b>	Proactively implements positive behavior support strategies
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(e.g., exhibits high levels of “with-it-ness” when teaching)

**D** **ND** Provides appropriate positive reinforcement and feedback to all students.

Evidence & comments:

**3 CRITICAL THINKING** **Rating:**

**D**=Demonstrated; **ND**=Not Demonstrated Delete **D** or **ND**

- D** **ND** Creates and implements instructional units that promote critical thinking, problem-solving, and inquiry.
- D** **ND** Synthesizes information to promote concept development.
- D** **ND** Integrates engaging problems that are connected to students' lives.
- D** **ND** Uses effective questioning methods that encourage higher order thinking.

Evidence & comments:

**4 DIVERSITY** **Rating:**

**D**=Demonstrated; **ND**=Not Demonstrated Delete **D** or **ND**

- D** **ND** Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- D** **ND** Differentiates instruction to accommodate the needs of all learners including special needs, gifted, ELL.
- D** **ND** Uses knowledge of students' families, languages, cultures, and communities as a basis for connecting instruction to student' experiences and enriching the learning environment.
- D** **ND** Makes appropriate accommodations for students with IEPs/504 plans.
- D** **ND** Accesses appropriate services or resources to meet exceptional learning needs.

Evidence & comments:

**5 COMMUNICATION** **Rating:**

**D**=Demonstrated; **ND**=Not Demonstrated Delete **D** or **ND**

- D** **ND** Speaks fluently and clearly; avoids grammatical errors; adjusts for learners' levels.

<b>D</b>	<b>ND</b>	Explains clearly: step-by-step; logical; understandable; makes connections; uses visual as well as verbal cues.
<b>D</b>	<b>ND</b>	Uses specific, clear and relevant details when teaching; provides clear examples.
<b>D</b>	<b>ND</b>	Uses active listening skills.
<b>D</b>	<b>ND</b>	Displays writing samples that are grammatically correct, that effectively convey information, and that are appropriately constructed for the intended purposes and audiences.

Evidence & comments:

### 6A PROFESSIONALISM: Collaboration and Relationships

Rating:

**D**=Demonstrated; **ND**=Not Demonstrated

Delete **D** or **ND**

<b>D</b>	<b>ND</b>	Collaborates with appropriate school personnel to support student learning and well-being (e.g., cooperating teacher, ELL teacher, collaborative teacher, paraprofessionals).
<b>D</b>	<b>ND</b>	Establishes respectful and productive relationships with parents and guardians from diverse homes and community situations and seeks to develop cooperative partnerships in support of student learning and well being.
<b>D</b>	<b>ND</b>	Acts as an advocate for students.

Evidence & comments:

### 6B PROFESSIONALISM: Reflection and Professional Development

Rating:

**D**=Demonstrated; **ND**=Not Demonstrated

Delete **D** or **ND**

<b>D</b>	<b>ND</b>	Thinks systematically about practice and uses reflection to improve teaching and learning.
<b>D</b>	<b>ND</b>	Invites and proactively uses feedback from supervisors and peers; responds to constructive criticism in a positive manner.
<b>D</b>	<b>ND</b>	Sets goals for personal and professional growth.
<b>D</b>	<b>ND</b>	Participates in professional development activities such as Alabama Reading Initiative (ARI), Alabama Math, Science, and Technology Initiative (AMSTI) , faculty meetings, and school and/or university workshops.

Evidence & comments:

### 6C PROFESSIONALISM: Professional Dispositions and Conduct

Rating:

D=Demonstrated; ND=Not Demonstrated

Delete D or ND

D	ND	Regular and punctual attendance. (CT)
D	ND	Follows the appropriate dress code. (CT)
D	ND	Assumes responsibility and accountability for tasks or duties without prompting (i.e., submits documentation such as lesson plans, weekly reports, evaluation forms, etc., as requested). (CT & US)
D	ND	Respects students and fellow educators both in and out of the classroom. (CT)
D	ND	Respects confidentiality of student records, performance, and personal issues. (CT)
D	ND	Demonstrates care and concern for welfare of students and the school community. (CT)
D	ND	Abides by federal, state, and local laws and statutes. (CT & US)
D	ND	Demonstrates the ability to communicate effectively in person, via phone, via email, and in writing. (CT & US)

Evidence & comments:

Using the competency indicators in the evaluation forms, please provide additional comments and recommendations:

Rating: A = 4.00 - 3.40      Exceptional  
 B = 3.39 - 2.70      Proficient  
 C = 2.69 - 2.00      Basic  
 D = 1.99 - 1.30      Unacceptable

Overall Rating:

Grade earned for this observation:

Signatures: Cooperating Teacher:

University Supervisor:

Teacher Candidate:

*Signature of the candidate does not indicate agreement or disagreement with the evaluation, only that the candidate has seen the evaluation.*

cal rating: 4 - Exceptional   3 - Proficient   2 - Basic   1 - Unacceptable