Performance Indicators

Personal and professional attributes should be viewed and evaluated in contexts outside of the classroom as well as in the classroom. The cooperating teacher is in the best position to witness the student teacher’s interactions outside of the classroom and to receive feedback from other staff members regarding those interactions. Any deviations from the appropriate personal and professional behavior should be considered critical and reported to the University Supervisor or Office of Student Teaching as soon as possible.

Cooperating Teachers & University Supervisors: Please use the following list of indicators to assist you in observing and evaluating the student teacher.

A. Planning & Preparation

✓ Writes lessons that are organized, coherent, thorough, and grade appropriate
✓ Prepares lesson plans that indicate use of data about student achievement to make lesson decisions
✓ Writes lesson plans which include appropriate evaluation strategies
✓ Uses objectives that are measurable and directed to student needs
✓ Identified and organizes materials and media that are integrated in the lesson
✓ Sequences procedures logically
✓ Creates plans which follow an appropriate and agreed upon model
✓ Shows evidence of planning in advance
✓ Uses vocabulary which coincides with student' level of understanding
✓ Involves students in the lesson meaningfully
✓ Provides for needs of exceptional students
✓ Provides closure and/or summary
✓ Reviews previous lesson material, content, and skills
✓ Records results of student assignments and incorporates information when planning a lesson
✓ Demonstrates adequate knowledge of the discipline
✓ Utilizes appropriate evaluation instruments and administers them fairly
✓ Demonstrates an understanding of the content previously learned, the current content and content that remains to be learned
✓ Has become familiar with relevant aspects of students’ background knowledge and experiences

B. Classroom Environment

✓ Displays positive non-verbal and verbal clues
✓ Maintains eye and voice contact
✓ Is aware of the total environment
✓ Accepts, reinforces, and encourages learners
✓ Reacts with sensitivity
✓ Dignifies wrong responses, Disciplines with dignity
✓ Praises corrected responses
✓ Is enthusiastic, energetic, caring, and displays a non-threatening attitude
✓ Communicates rules and makes sure they are understandable
✓ Promotes students’ positive self-esteem
✓ Sets high expectations
✓ Helps individual students when needed
✓ Circulates to monitor seat work and class activities
✓ Maintains effective instructional rapport with students
✓ Maintains a satisfactory and safe physical environment
✓ Maintains a purposeful and positive learning environment
✓ Aware of human and material space needs; arranges classroom so that all students have access to materials
✓ Clarifies behavioral expectations
✓ Efficiently handles routine
✓ Uses constant and positive reinforcements
✓ Minimizes delays and disruptions
✓ Focuses on the problem, not the person
✓ Encourages students to assume independent responsibility
✓ Is clear about the class rules
✓ Shows that the student is valued
✓ Responds appropriately to disruptive situations
✓ Institutes procedures to make classroom run smoothly
✓ Holds students accountable for unacceptable behavior
✓ Controls student behavior with firm but fair responses
✓ Communicates challenging learning expectations to each student

C. Instructional Delivery

✓ Checks for student understanding
✓ Communicates in a direct and positive way
✓ Provides clear directions
✓ Listens and paraphrases
✓ Provides appropriate feedback to students
✓ Communicates objectives to students either orally or in writing
✓ Clarifies, rephrases, and explains information
✓ Relates objectives to real life situations
✓ Provides time for students to practice and apply content
✓ Uses instructional time effectively
✓ Connects lesson content to real-life ideas, materials, issues, etc.
✓ Sets high expectations
✓ Provides review and practice
✓ Helps individual students when needed
✓ Uses a variety of techniques effectively
✓ Models content and procedures for instructional activities
✓ Uses concrete examples, visuals, anecdotes and analogies
✓ Leads guided practice exercises
✓ Uses inductive and deductive strategies appropriately
✓ Defines vocabulary
✓ Makes a conscious effort to have students analyze, synthesize, and evaluate
✓ Reinforces major learning
✓ Uses “wait time” effectively
✓ Uses questioning strategies to promote higher order thinking
✓ Modifies instruction in response to student feedback
✓ Monitors and adjusts to student understanding
✓ Enhances technique by use of medial and materials
✓ Encourages positive attitudes
✓ Uses learning activities that encourage students to think independently, creatively or critically

D. Professionalism

✓ Demonstrates good judgment
✓ Demonstrates maturity, self-control, poise, confidence, and dignity
✓ Remains calm in a stressful situation
✓ Is aware of strengths and weaknesses
✓ Is dependable, punctual, task-oriented, self-starting, and cooperative
✓ Shows enthusiasm for teaching
✓ Recognizes opportunities for growth and development
✓ Responds well to constructive criticism
✓ Is willing to engage in professional improvement activities
✓ Presents self in dress and manner in a position, professional way
✓ Participates willingly in extracurricular activities
✓ Assumes responsibility for student achievement and behavior
✓ Maintains professional relationship with the cooperating teacher, administration, and staff
✓ Cooperates and communicates with parents and community in a positive manner
✓ Seeks help from other colleagues and professionals on matters related to learning and instruction