**TPE Evaluation Form -- MSTEP Program**

|  |  |  |
| --- | --- | --- |
| Teacher Candidate**:**  | University Supervisor**:**  | Date**:**  |
| Cooperating Teacher**:**  | Grade Level**:**  | CPII CPIII |
| School**:**  | Evaluation Period: **Mid-term** **Final** |

 **1** = Did not Demonstrate **2** = Partially Demonstrated **3** = Demonstrated **4** = Demonstrated fully

|  |  |
| --- | --- |
| **A. Planning and Preparation**  | **Rating** |
| 1. **Demonstrating Knowledge of Students -** Plan includes Universal Design for Learning (UDL) and matches current needs of all learners (e.g., students with special needs, English learners, etc.).  *TPE 1, UDL*
 | **1 2 3 4** |
| 1. **Setting Instructional Outcomes-** Lesson objective(s) specific, measurable, clear; appropriate rigor and flexibility for inclusivity of all students. *TPE 3, 4, UDL*
 | **1 2 3 4** |
| 1. **Designing Coherent Instruction-** Learning activities match objectives; Appropriate challenge, pacing and grouping; Developmentally and conceptually appropriate subject specific pedagogy; Evidence of Universal Design for Learning.  *TPE 1, 3, 4, UDL*
 | **1 2 3 4** |
| 1. **Designing Student Assessments-** Well-developed strategy for using formative assessment; Assessments match objective(s).  *TPE 5*
 | **1 2 3 4** |
| 1. **Supporting Emergent Bilinguals-** Lesson includes appropriate ELD standard(s) aligned with curriculum standards/lesson objectives; Scaffolds to support academic language and content knowledge are present.  *TPE 1*
 | **1 2 3 4****N/A** |
| **Comments/Evidence** |
| **B. Classroom Environment** | **Rating** |
| 1. **Creating an Environment of Respect and Rapport-** Interactions between the teacher candidate and students, and among students, are uniformly respectful; Misbehavior and disrespect consistently addressed. *TPE 2*
 | **1 2 3 4** |
| 1. **Managing Classroom Procedures-** Routines implemented smoothly and consistently; Little or no loss of instructional time. *TPE 2*
 | **1 2 3 4** |
| 1. **Managing Student Behavior-** Standards of conduct are established for the class and implemented successfully and consistently. *TPE 2*
 | **1 2 3 4** |
| **Comments/Evidence** |
| **C. Instruction**  | **Rating** |
| 1. **Communicating With Students-** Candidate communicated clear expectations for learning, directions/procedures, and accurately represented content; Information represented through multiple means; Appropriate teacher modeling; Content accurate including use of academic language.  *TPE 1, 3, UDL*
 | **1 2 3 4** |
| 1. **Using Questioning and Discussion Techniques-** Variety of questions promote student thinking; Most students engaged/involved in discussions.  *TPE 5*
 | **1 2 3 4** |
| 1. **Engaging Students in Learning-** Students engaged, guided and supported through multiple means; Activities align with objectives; Appropriate challenge, grouping and pacing to meet needs and abilities of students; Lesson has clear structure (anticipatory set, closure).  *TPE 1, UDL*
 | **1 2 3 4** |
| 1. **Using Assessment in Instruction-** Candidate monitors student learning, assesses objective(s) and provides timely and appropriate feedback including reinforcement; Students provided with multiple means of action and/or expression.  *TPE 5, UDL*
 | **1 2 3 4** |
| 1. **Supporting Emergent Bilinguals-** ELs/EBs actively participate; Opportunities provided for language production and content engagement; Tasks draw on home language/culture/prior knowledge. *TPE 1*
 | **1 2 3 4****N/A** |
| **Comments/Evidence** |

|  |  |
| --- | --- |
| **D. Professional Responsibilities - Reflection** | **Rating** |
| 1. **Reflecting on Teaching-** Candidate accurately assesses the effectiveness of lesson; Identifies specific ways lesson might be improved. *TPE 6*
 | **1 2 3 4** |
| 1. **Professionalism-** Candidate demonstrated professionalism - dress, punctuality, confidence, responsive to feedback, etc. *TPE 6*
 | **1 2 3 4** |
| **Comments/Evidence** |

**Strengths:**

**Areas for Growth:**

**Emailed copies to: Date:**