

Weekly Cooperating Teacher Evaluation

(for MAT Internship candidates)

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| Candidate: | School: |
| Cooperating Teacher: | Grade Level: |
| Subjects Taught:  |

*Directions: At the end of each week, please provide comments under one or more of the areas listed below. You should add comments to this same sheet each week; do not use separate sheets for each week. Please color code each week in a different font color. After sharing your comments with the co-teacher, please email a copy of the updated form to the appropriate university supervisor. (The SCTS references in parentheses refer to the State’s South Carolina Teaching Standards (SCTS) rubric indicators.)*

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| **Planning.** Plans submitted for prior approval, based on Furman lesson plan requirements (*SCTS:* *Instructional Plans,* *Standards & Objectives, Activities & Materials, Teacher Knowledge of Students, Student Work)* Date:Comments: |
| **Assessments and Using Data/Student Work.** Assessments are aligned with state standards, include appropriate measurement criteria, measure student performance in a variety of ways, and require extended written tasks (*SCTS:* *Student Work, Assessment*)Date:Comments: |
| **Establishing and Maintaining High Expectations for Learners.** High academic expectations and learning opportunities for every student, encourages students to learn from mistakes, promotes student initiative and follow through with their own work, optimizes instructional time (*SCTS:* *Standards & Objectives, Motivating Students, Expectations*)Date:Comments: |
| **Teacher Content Knowledge and Presenting Instructional Content.** Teacher demonstrates accurate command of content. Presentation of content includes: visuals, explicit examples for new concepts, modeling, concise communication, and logical sequencing. (*SCTS:* *Teacher Content Knowledge, Presenting Instructional Content)*Date:Comments: |
| **Lesson Structure and Pacing.** Pacing is effective so that lesson delivery includes all major components in lesson plan template, and instructional time is maximized.(SCTS: Lesson Structure & Pacing) |
| **Activities and Materials.** Activities and materials support lesson objectives, are challenging and sustain students’ attention. Activities also provide opportunities for the following: choice, reflection, variety of thinking, interaction, and multi-media/technology. (*SCTS: Activities & Materials)*Date:Comments: |
| **Teacher Knowledge of Students and Grouping Students.** Uses knowledge of students to select and implement instructional strategies to enhance student knowledge, highlights key concepts and ideas, provides differentiated instructional methods and incorporates student interests. Uses knowledge of students to provide opportunities for students to participate in group and individual work to maximize student understanding and learning (*SCTS: Teacher Knowledge of Students, Grouping Students*)Date:Comments: |
| **Questioning.** Teacher uses a variety of questions that are consistently purposeful, sequenced with attention to instructional goals, and require active responses with adequate wait time. (*SCTS: Questioning)*Date:Comments: |
| **Thinking, Problem Solving.** Teacher teaches four types of thinking: analytical, practical, creative, and research-based. Teacher provides students with opportunities to analyze problems and monitor their thinking. Teacher implements activities that include drawing conclusions, predicting outcomes, generating ideas, etc. (*SCTS: Thinking, Problem Solving)*Date:Comments: |
| **Academic Feedback.** Teacher’s oral and written feedback is focused, frequent, and high quality. Feedback is used to monitor and adjust instruction. Teacher also provides feedback during monitoring to prompt student thinking, to provide individual feedback and to prompt student peer feedback. (*SCTS: Academic Feedback)*Date:Comments: |
| **Motivating Students.** Teacher consistently reinforces and rewards effort. The teacher organizes content in meaningful, relevant, and intellectually engaging ways. *(SCTS: Motivating Students)*Date:Comments: |
| **Environment, Respectful Culture.** Teacher creates a welcoming classroom environment that allows for individual and group learning, where materials and resources are readily accessible, and student work is displayed. Teacher-student interactions are mostly friendly and demonstrate caring and respect for one another. (*SCTS:* *Environment, Respectful Culture*)Date:Comments: |
| **Managing Student Behavior.** Teacher and students establish clear rules and expectations for learning and behavior. Teacher uses a variety of techniques to ensure students are well behaved and on task. The teacher attends to disruptions quickly, firmly, and consistently with little or no interruption to instruction. (*SCTS: Managing Student Behavior)*Date:Comments: |
| **Fulfilling Professional Responsibilities.** Teacher is prompt, prepared, and professional and reflects on his/her lessons’ effectiveness through reflective practice. Teacher actively supports school activities and events. Teacher displays behaviors consistent with Furman’s Dispositions observable behaviors for effective teaching*.* (*Furman Dispositions Assessment Rubric)*Date:Comments: |
| **Additional Information or Comments:**Date:Comments:  |