

**Sample Weekly Cooperating Teacher Evaluation**

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| Candidate: Ima Teacher | School: Any Elementary |
| Cooperating Teacher: Ms. Support | Grade Level: 4th |
| Subjects Taught: Reading, Writing, Social Studies, SSR, Math, Science | |

*Directions: At the end of each week, please provide comments under one or more of the areas listed below. Underline suggestions provided for growth. 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/update via Google Doc a copy of the updated form to the co-teacher and University Supervisor.*

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| **Planning Domain** |
| **Planning.** Plans submitted for prior approval, based on Furman lesson plan, tied to state content standards. Provides regular opportunities to accommodate student needs. Detailed and easy to follow.  Date: 9-9-21  Comments: Ms. Teacher submitted her lesson plans for next week to me in advance for me to review and help her with. She created an excellent Jeopardy game for these plans, which she will use as a formative assessment to determine if any areas needed to be reviewed about our latest novel before giving students their summative assessment.  9-15-21: She wrote the science plans for the entire grade level for next week. She included activating strategies, skill focus lessons, and differentiated instruction. |
| **Student Work.** Assignments require students to organize and analyze information, complete extended written tasks, and connect what they are learning to experiences and observations.  Date: 9-15-21  Comments: Ms. Teacher has been grading work for the subjects she has taken over to date. She has also used questioning procedures to evaluate how students were doing. Students have also used Pear Deck to vote on their choice of answer and illustrate key vocabulary words. |
| **Assessments and Using Data.** Assessments are aligned with state standards, include appropriate measurement criteria, measure student performance in a variety of ways.  Date: 10-5-21  Ms. Teacher uses conferences during writing to monitor student progress. Students wrote a description of a monster that they drew. She met with each child, looked over their writing with them, and gave them tips for improvement. This authentic assessment helped students improve their writing.  10-20-21 Ms. Teacher employs summarizing strategies after each social studies lesson to continuously formatively assess student progress. She has students create all types of pictures, skits, and written work to demonstrate what they know. \*It is suggested that Ms. Teacher increase the use of formative assessment that provides a “record” such as sticky notes, ticket out, stop and jot. |
| **Instruction Domain** |
| **Standards and Objectives.** Learning objectives and content standards are explicitly communicated. Tied to previously learning information and are referenced throughout lessons.  Date: 10-24-21  Comments: Ms. Teacher uses the SC College and Career Ready standards in all of her lesson plans and has daily objectives prominently displayed in front of the classroom. I’ve talked to her about clarifying these indicators more directly for students in some of her lessons. |
| **Motivating Students.** Teacher consistently reinforces and rewards effort. The teacher organizes content in meaningful, relevant, and intellectually engaging ways.  Date: 10-24-21  Comments: Ms. Teacher promotes high engagement by providing opportunities for her students to practice reciprocal teaching where they are able to share what they are learning with each other in their partner pairs and also during her small guided reading groups. She creates group norms for her students to review positive peer to peer communication. |
| **Presenting Instructional Content and Teacher Content Knowledge.** Presentation of content includes: visuals, explicit examples for new concepts, modeling, concise communication, and logical sequencing. Teacher demonstrates accurate command of content and implements subject-specific instructional concepts and strategies.  Date: 9-9-21  Comments: Ms. Teacher created her jeopardy game that accurately reviewed content from the unit. She presented the Jeopardy game in ways that challenged students to use higher order thinking skills by ordering content from our novel. She uses a variety of questioning techniques including multiple choice, ordering content, true false, and open response.  9-26-21 Ms. Teacher has taken lots of time to research information about the explorers. She has effectively communicated this information to students and had them apply the information. She took care to find information about explorers that weren’t in the textbook. She has a good command of the content that we need to cover.  Date:10-4-21  Comments: Ms. Teacher has created some excellent PowerPoints with pictures, maps, and other visuals to help students understand the social studies content. She has a great grasp of the content. \*It will be important for her to consider using instructional strategies that meet the needs of a variety of different learners, not just visual learners. Consider: What should students be doing to engage in the learning instead of just sitting and listening?  10-18-21 Ms. Teacher has added some great summarizing strategies to her PowerPoints to help the students apply the information that they are learning in social studies. One of my favorites was a skit that students had to do to show they understood a concept. They had a blast doing it!! |
| **Lesson Structure and Pacing.** The lesson starts promptly. The lesson's structure is coherent, with a beginning, middle, and end and reflection. Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient and little instructional time is lost during transitions. (*SCTS: Lesson Structure and Pacing)*  Date: 9/9/21  Comments: 10:00 - At the beginning of the observation Ms. Teacher engaged students in independent reading and reminded them of their expectations for applying their summary strategy and then she began working with a small group of three boys on the back table.  10:20 – She gathered students at the carpet for a read aloud from a mentor text called “Rene the Brave.” She read this in English. Next, she led students in a close study of the author’s craft before transitioning them to their own writing.  10:30- Students worked on their writing that shared the stories of their names while she conferenced with students and guided some to do their research.  10:45 – She did a second short mini-lesson with a student’s piece to point out how she added a detail.  11:00 – Conclusion to the writing lesson and transitioning to lunch.  9/15/21: Ms. Teacher used the following structure for her math lesson today:  11:55 – 12:00 – Review of previous learning and partner work expectations  12:00-12:10 – Mini-Lesson on Box It Subtraction Strategy  12:10 – 12:15 – Review of Million Dollar Project  12:15-12:30 – Introduction of Car Buying Step of Project  12:30-12:35 – Transition Practice Going to Small Groups  12:35 – 1:17 Small Math Groups –\*During this forty minute section of time students were excited about searching for their car but only a few students were able to completely finish their subtraction work and the other items requested on their template because they were so excited about searching for their best car. One suggestion to improve the pacing for this part would be to use a timer on the independent work time for the Million Dollar Project and once the fifteen minutes up students have to transfer to their independent math textbook. Students who finish choosing a car and accurately solving their math then get the opportunity to show their car choice and math to the whole class during the closing. This may help provide an incentive for students to work at a more productive pace.  1:20 – 1:40 Students were pulled to the small group to work with Ms. Teacher while other students worked on their laptops. |
| **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.  Date: 9-16-2021  Comments: Ms. Teacher met with the social studies and ELA faculty members on our grade level to help design new, more differentiated methods of reading instruction. We read several novels throughout the year, which are integrated with the social studies standards. For years now, teachers have been using comprehension question packets to have the students interact with the text. A new teacher agreed to help us design new menus to use in our classrooms instead. She helped design activities that could be placed on these menus. She wrote the short range plans to implement the menus. They will be used throughout the year as a way to engage students in choice activities where they can use different learning styles to apply the key comprehension skills we are learning in class.  9-26-21 Ms. Teacher has used the district pacing guide to integrate skills lessons into our novel reading. She has used appropriate pacing to integrate the skills. She has implemented a menu to help assess student progress on their readings and application of skills learned in class. \*It is recommended that the teacher candidate provide more time for reflection throughout the period.  10-20-21 Ms. Teacher has appropriately paced and sequenced the plans for the unit on Pedro’s Journal. |
| **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.  Date: 9-9-21  Comments: Ms. Teacher has worked this week in our science unit to provide students with opportunities to generate their own questions through modeling a whole class KWL, and then giving them their own KWL to guide their inquiry. \*Consider enhancing questioning by engaging all students with a question prior to calling on a specific student and/or allow for group response. |
| **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.  Date: 9-9-21  Comments: In her Guided Math lessons this week I observed Ms. Teacher providing students in her small groups with academic feedback on their progress with place value and rounding with decimals. \*It is suggested that the teacher candidate provide academically focused feedback on student progress and work throughout the period.  9-26-21 During their Explorers inquiry unit in Social Studies Ms. Teacher provided students with the opportunity to participate in a Gallery Walk that shared what they were learning with their peers. She modeled for students how to give constructive peer feedback using “I Like” and “I Wonder” sticky note prompts.  10-19-21  Comments: During her reading workshop this week, Ms. Teacher has worked to conference with each child weekly to monitor their progress and provide small group assistance as needed during her Guided Reading Groups. |
| **Grouping Students and Teacher Knowledge of Students.** Teacher 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. Teacher uses knowledge of students to provide opportunities for students to participate in group and individual work to maximize student understanding and learning. Students know roles and responsibilities within groups.  Date: 9-15-21  Comments: The reading plans that Ms. Teacher designed will integrated the social studies and reading curriculum and provide students with small group rotations that provide students with opportunities for students to interact with authentic texts, opportunities to research content digitally using laptops, and opportunities to interact with the teacher to share what they’ve learned and to receive reinforcement and clarification. \*It will be important for Ms. Teacher to reflect on purposes for grouping and getting all students’ attention prior to beginning multimedia and to provide structured manipulative engagement.  Date: 10-20-21  Comments: Ms. Teacher continually uses her knowledge of students to inform her individual reading conferences that she does weekly with students. She uses information from formative assessments (DRA2, small group instruction, and their one on one reading) to guide her feedback and provide one on one instruction. |
| **Thinking.** Teacher teaches different types of thinking including: analytical, practical, creative, and research-based. Teacher provides students with opportunities to generate a variety of ideas and analyze problems from multiple perspectives and viewpoints.  Date: 10-19-21  Comments: In math this week Ms. Teacher used *practical thinking* to provide students with an opportunity to apply the engineering concepts of creation and design through a geometry unit where students were given the opportunity to design a new playground for the school. |
| **Problem Solving.** Teacher provides students with opportunities to analyze problems and monitor their thinking. Teacher implements activities that include drawing conclusions, predicting outcomes, generating ideas, etc.  Date: 9-26-21  Comments: Ms. Teacher has worked to intentionally include problem solving opportunities for students in each content area for the week’s lesson. For example: in social studies this week she implemented student created *predictions* as well as providing students with opportunities to consider possible *solutions* to obstacles that New World Explorers faced. |
| **Environment Domain** |
| **Expectations.** 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. Students complete work according to expectations.  Date: 9-1-21  Comments: Ms. Teacher is establishing rapport with the students in my class. She has high expectations for their behavior, but she is patient with them and careful to word her responses in a tactful way with them.  9-26-21 Ms. Teacher takes interest in each child, always taking time to discuss concerns she has with me. We brainstorm ideas for helping each student be successful. |
| **Engaging Students and 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: Date: 8-31-21  Comments: Ms. Teacher is doing an excellent job of implementing class routine. She has moved children effectively through many procedures this week including going to and cleaning up from lunch, walking students to related arts, teaching parts of several lessons. She encouraged a child with autism in our classroom to sit up and gather her things to go to lunch, when I was beginning to think we were going to have to contact the administration because the child was refusing to respond at all. Our PE teacher commented that the children were so quiet in the hallway “it was scary” (not implying the children were scared or anything negative at all. She was just impressed by her handle on them).  10-4-21 Ms. Teacher experienced some difficulty with her classroom management this week. She has done a great job creating high expectations for students and holding them more accountable but I feel maybe the pendulum has swung too far and one of our students cried today. I suggested that she work on utilizing more positive behavior strategies such as praising students who are doing the right thing instead of verbally calling down students who aren’t. She was very receptive to the feedback I gave her regarding some strategies to try and build rapport with students while continuing to consistently reinforce student behavior.  10-24-21 Ms. Teacher worked out scheduling difficulties in order to take the students to the computer lab to use an interactive website with the students in social studies. She was organized and told the students exactly what they needed. She also adapted when technological difficulties arose due to outdated equipment in our building. She’s getting the routine (and lack of routine—as school sometimes requires) down!! |
| **Environment.** The 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.  Date: 9-26-21  Comments: Ms. Teacher maintains a positive environment in the classroom. Student work is displayed around the room, including a recent assignment focusing on various New World explorers. |
| **Respectful Culture. ​**Teacher-student interactions are generally positive, reflect consideration of all students’ backgrounds and culture, and exhibit kindness and respect. Classroom is free of unhealthy conflict, sarcasm, and put-downs. Teacher is receptive to the interests and opinions of students.  Date: 9-26-21  Comments: Ms. Teacher is respectful of students who get answers wrong during class. She expects each child to participate in class and learn. Students are comfortable asking her questions, and she is attentive to them and answers questions respectfully. |
| **Professionalism** |
| **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*.* (*SCTS:* *Growing & Developing Professionally, Reflecting on Teaching, Community Involvement, School Responsibilities; Furman Dispositions Assessment Rubric)*  Date: 8-31-21  Comments: Ms. Teacher is always appropriately dressed for work. She is extremely professional in how she manages the children. She has helped out our coworkers already by developing a schedule which she shared with our entire team. She looks for ways that she can help out and takes initiative to do so.  9-26-21 Ms. Teacher has taken the initiative to attend a conference on Love and Logic. She gave me lots of advance notice about this opportunity, and she took the initiative to assure me that she will make up the day at the end of the semester. This will be a great professional development opportunity for her, and I appreciate her professionalism in communicating this to me.  10-21-21 Ms. Teacher dressed up with me as a twin for twin day. She was also going to attend a district meeting with me on Monday. However, I can’t attend now so she can’t go. I appreciated her willingness anyway. |
| **Attendance/Timeliness/Initiative.** Please confirm that the candidate was present in the classroom during the week or note those dates/ times when the candidate may have been out of the classroom. Also note (briefly) what the candidate did/didn’t take on during the week  **Week 1 Dates: 8-27- 8/31**  **Comments: Ms. Teacher was present and active all this week.**  **Week 2 Dates: 9-3- 9/7**  **Comments: Ms. Teacher was present all week, but left early on 9-5 to attend a workshop at Furman.** |