Sample Weekly Cooperating Teacher Evaluation

|  |  |
| --- | --- |
| Candidate: Ima Teacher  | School: Any High School |
| Cooperating Teacher: Ms. Support  | Grade Level: 9th |
| Subjects Taught: Social Studies- World Geography  |

*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. 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 appropriate university supervisor. Underline suggestions for improvement.*

|  |
| --- |
| **Planning Domain** |
| **Planning.** Plans submitted for prior approval, based on Furman lesson plan expectations, tied to state content standards. Provides regular opportunities to accommodate student needs. Detailed and easy to follow.Date: 9-9-21Comments: 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 North America before giving students their summative assessment. 9-15-21: She wrote the South America plans for the entire department for next week. She included activating strategies, map work, 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: 9-15-21Comments: Ms. Teacher has been grading work for the North America unit. 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 Students have been working this week on their Storymaps of an assigned European country. She has been circulating to meet with each student to be sure that they are meeting the various elements of the rubric she created.10-20-21 Ms. Teacher graded the Europe test given last week and is currently evaluating certain items to be sure that those concepts were taught effectively. |
| **Instruction Domain** |
| **Standards and Objectives.** Learning objectives and content standards are explicitly communicated. Tied to previously learning information and are referenced throughout lessons.Date: 10-24-21Comments: Ms. Teacher uses the SC College and Career Ready standards for World Geography 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: 10-24-21Comments: Ms. Teacher promotes high engagement by providing engaging videos on the areas of the world we are studying. In the Russia unit we just started, she showed a video of the town of Norilsk in the northern part of the country. |
| **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:10-4-21 Comments: Ms. Teacher has created some excellent PowerPoints/ Pear Decks with pictures, maps, and other visuals to help students understand the social studies 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 about Russia. One of my favorites was a skit that students had to do to show they understood about the size of Lake Baikal. They had a blast doing it!! |
| **Lesson Structure and Pacing.** Pacing is effective so that lesson delivery includes all major components in lesson plan template, and instructional time is maximized.Date: 9/9/21Comments: 10:00 - At the beginning of the observation Ms. Teacher engaged students in a short reading about the current drought in the Western United States.10:10 – She then engaged in a short discussion about water use (in general) and then specifically along the Colorado River10:20- Ms. Teacher then did a short lecture around the use of dams along the Colorado focusing on the Glen Canyon and Hoover Dams10:45 – She then divided students into small groups where they discussed potential solutions to the water crisis. She spent approximately a minute at each group, but got distracted by one group. Even though a students’ family rafting trip may be an interesting topic, try to re-focus their attention quicker if possible.10:55- started group presentations, but only got through 2 groups.11:00 – Mentioned homework as students were on their way out the door (not sure if they really listened) |
| **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: 9-16-2021Comments: Ms. Teacher has introduced StoryMaps, a tool to showcase student information, especially involving maps with the social studies team, and she plans on using it with students; good use of maps, videos as a whole thus far 10-20-21 Ms. Teacher has secured copies of *A Long Walk to Water* to read about the Lost Boys of Sudan. |
| **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: 9-9-21Comments: Ms. Teacher has worked this week in our North America 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: 9-9-21Comments: During their North America unit, Ms. Teacher provided students with the opportunity to participate in a Gallery Walk on Canada 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. Date: 10-18-21: Ms. Teacher made comments on 2nd and 3rd block journals—will do 4th block in a couple of weeks. Comments were encouraging such as “wow, I love the way that you so clearly described the use of wind power in Scandinavian countries” |
| **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: 9-15-21Comments: Ms. Teacher designed a lesson where students when through small group rotations that provided opportunities for students to interact with scientific reports, opportunities to research content digitally using laptops, and opportunities to interact with the teacher to share what they’ve learned. \*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: 10-20-21Comments: Ms. Teacher continually uses her knowledge of students to inform her planning. She uses information from formative assessments (exit slips, small group instruction, and turn and talk) to guide her feedback and provide remediation where necessary. |
| **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: 10-19-21Comments: This week Ms. Teacher used *practical thinking* to provide students with an opportunity to create brochures about environmental issues facing African countries. |
| **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: 9-26-21Comments: Ms. Teacher has worked to intentionally include problem solving opportunities for students in 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 facing European countries with climate change. |
| **Environment Domain** |
| **Expectations.** High academic expectations and learning opportunities for every student, encourages students to learn from mistakes, promotes student initiative and follows through with their own work, optimizes instructional time. Students complete work according to expectations.Date: 9-1-21Comments: Ms. Teacher is establishing good rapport with the students in each of my classes. She has high expectations for their behavior, but she is patient with them and careful to word her responses in a tactful way. 9-26-21 Ms. Teacher discussed the expectations she had for student work on Central American countries and encouraged them to be creative doing this assignment. |
| **Engaging Students and Managing Student Behavior.** Students are engaged in behaviors that optimize learning.Teacher establishes 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. Teacher recognizes and motivates positive behaviors.Date: 8-31-21Comments: Ms. Teacher is doing an excellent job of implementing class procedures, especially modelling how to begin with the bellringer at the beginning of class. 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 she is getting some pushback 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.  |
| **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: 9-26-21Comments: Ms. Teacher maintains a positive environment in the classroom. Student work is displayed around the room, including a recent assignment focusing on various South American landmarks. |
| **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: 9-26-21Comments: Ms. Teacher is respectful of all students. They are comfortable asking her questions, and she is attentive to them and answers questions respectfully. May need to be a bit more stern (but still respectful with 4th block) |
| **Professionalism Domain** |
| **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*.*Date: 8-31-21Comments: Ms. Teacher is always appropriately dressed for work. She is extremely professional in how she manages the classroom. She has helped out our coworkers already by developing a schedule which she shared with the entire social studies department. She looks for ways that she can help out and takes initiative to do so. 10-21-21 Ms. Teacher dressed up with me as a twin for Spirit Week. Students got a kick out of this! |

|  |
| --- |
| **Attendance/Timeliness/Initiative.** Confirm that the teacher 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 briefly note additional responsibilities (teaching or other) that the candidate did or didn’t take on during the week. Week 1 Dates: Sept. 6-Sept. 10Comments: present Thursday Week 2 Dates: Sept. 13-Sept. 17Comments: present Tuesday and Thursday; (Tuesday came in at 12:30 after Furman workshop) Week 3 Dates: Sept. 20-Sept. 24Comments: present Tuesday, Thursday; \*\*\*took extra initiative working with English Language LearnersWeek 4 Dates: Sept. 27- Oct. 1Comments: present Tuesday, Thursday- did really good job on taught lesson- shared with other Geography teachersWeek 5 Dates: Oct. 4-Oct. 8Comments: present Tuesday, Thursday; could have been more engaged Thursday- talked to them about energy levelsWeek 6 Dates: Oct. 11- Oct. 15Comments: Oct. 11, 12 Furman Fall Break; present ThursdayWeek 7 Dates:Oct. 18- Oct. 22Comments:Oct. 18, 19 Greenville Co. Fall Break; present ThursdayWeek 8 Dates: Oct. 15- Oct. 29Comments: present Tuesday (sick Thursday- let me know the morning of and sent mini lesson plans for the day) Week 9 Dates: Nov. 1- Nov. 5 (begin full time)Comments: present all week; active in the classroom Week 10 Dates: Nov. 8- Nov. 12 (full time)Comments: present all week; teaching 2 of the 3 periods Week 11 Dates: Nov. 15- Nov. 19 (full time)Comments: present all week; taught all 3 periods Week 12 Dates: Nov. 22- Nov. 23Comments: present all week; taught all 3 periods Week 13 Dates: Nov. 29- Dec. 2 (last day Thursday)Comments: present all week; taught 1 period- will miss Ms. Teacher for the next few weeks |
| **Additional Information or Comments:**Date:Comments:  |