Teacher Education
Summative Evaluation Form

UNIVERSITY OF ARKANSAS

Intern/Student Teacher:	Date:	School:
Observer:	Grade:	Rotation / Observation #:
Mentor:	Subject:	Program:

Domain 1: Planning and Preparation
To be completed from responses to questions before and after a lesson. Additional information may be obtained during classroom observation of teaching.

Score		
	a:	Demonstrating knowledge of content and pedagogy
	b:	Demonstrating knowledge of students
	c:	Selecting instructional outcomes
	d:	Demonstrating knowledge of resources
	e:	Designing coherent instruction
	f:	Assessing student learning

Key Proficient "Look Fors"	Criteria
Classroom Observation • Clear explanation of content • Accurate response to student questions • Questions build on prior k/s ***Teacher Lesson Plans/Interview*** • Explains how discipline is organized and has evolved • Identifies concepts to be taught • Shares relationship to other disciplines • Selects appropriate teaching strategies	**a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines.** **- Knowledge of prerequisite relationships** **- Knowledge of content-related pedagogy** **Evidence:**
Teacher Lesson Plans/Interview • Age appropriate • References current research • Activities engage inquiry and reciprocal learning process • Activities/strategies based in formal / informal and ongoing assessment • Seeks input from parents • Interest surveys and interviews • Cultural sensitivity • Meets with key school personnel • Accommodations	**b. Teacher demonstrates knowledge of students.** **- Knowledge of child and adolescent development** **- Knowledge of the learning process** **- Knowledge of students' skills, knowledge, and language proficiency** **- Knowledge of students' interest and cultural heritage** **- Knowledge of students with special needs** **Evidence:**
Teacher Plans/Interviews • Connects to national, state, and local standards • Represents big ideas • Scaffolded on prior and establishes foundation for future learning that represent the discipline • Written in terms of LEARN **not** DO • Are specific, doable, observable • Reflect different types of learning • Provide opportunities for coordination • Reflect actual and higher-order thinking • Reflect procedural knowledge • Reflect conceptual understanding • Reflect communication skills • Reflecting reasoning skills • Reflecting collaboration skills • Are suitable for all students	**c. Teacher selects instructional outcomes.** **- Value, sequence, and alignment** **- Clarity** **- Balance** **- Suitability for diverse learners** **Evidence:**

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Teacher Plans/Interviews	d. Teacher demonstrates knowledge of resources.

• Utilizes several and differentiated resources
• Stays abreast of subject(s) teaches
• Aware of and familiar with resources in and out of school/district
  • Guest speakers
  • Field trips
  • Internet
  • Professional organizations
  • Media center, computer lab
  • Multidisciplinary resources
  • Artifacts
	- Resources for classroom use
	- Resources to extend content knowledge and pedagogy
	- Resources for students<hr>**Evidence:**

Teacher Plans/Interviews • Suitable to students and learning outcomes • Represent significant cognitive challenge • Differentiated • Engaging • Varied grouping • Clearly defined structure • Reasonably timed	**e. Teacher designs coherent instruction.** **- Learning activities** **- Instructional materials and resources** **- Instructional groups** **- Lesson and unit structure**<hr>**Evidence:**
Teacher Plans/Interviews • Assesses all outcomes • Adapts for groups/students • Identifies clear criteria/standards • Develops appropriate strategies • Uses to plan for future instruction	**f. Teacher assesses student learning.** **- Congruent with instructional outcomes** **- Criteria and standards** **- Design of formative assessments** **- Used for Planning**<hr>**Evidence:**

Summary:
Suggestions:

Teacher Education
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Domain 2: The Classroom Environment		
To be completed during observation of a lesson		
Score		
	a:	Designing an environment of respect and report
	b:	Establishing a culture for learning
	c:	Managing classroom procedures
	d:	Managing student behavior
	e:	Organizing physical space

Criteria	Key "Look Fors"
Classroom Observation **a: Teacher interactions with students. Students' interactions with one another.** **Evidence:**	• Teacher calls students by name • Teachers uses "we" statements to make students feel part of the group • Listens to students with care • Polite language is used in interaction between the students and the teacher • Teacher checks with students to find out how they feel about the class/lesson
Classroom Observation **b: The importance of the content. Expectations of learning and achievement. Student pride in work.** **Evidence:**	• Voice and body language convey enthusiasm • Student have a choice about how they show what they have learned • Teacher shares the learning goal for the lesson and explains the lesson's importance and purpose • Teacher reinforces students' development of conceptual understanding in order for students to demonstrate proficiency of content
Classroom Observation **c: Routines are clearly established to minimize loss of instructional time. Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it. There are clear procedures to manage transitions, distribution of materials and supplies.** **Evidence:**	• Guidelines for group work are specified • Routines are established • Roles are used when appropriate • Group members listen respectfully • Group works to meet learning goal • Worked productively • Used time well • Voice level appropriate • Materials and supplies are handled smoothly and efficiently
Classroom Observation **d: Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.** **Evidence:**	• Appropriate and clear standards of behavior • Alert to student behavior at all times • Consistency • Clear consequences • Demonstrate positive behavior • Sense of respect • Responds to serious behavior problems • Rationale for standards
Classroom Observation **e: The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.** **Evidence:**	• Class arrangement • Use of space appropriate for learning • Safety • Access to instruction • Facilitates learning • Lesson adjustments • Traffic pattern

Summary:
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Domain 3: Instruction		
To be completed during observation of a lesson		
Score		
	a:	Communicating with students
	b:	Using questioning and discussion techniques
	c:	Engaging students in learning
	d:	Using Assessment in Instruction
	e:	Demonstrating flexibility and responsiveness

Key Proficient "Look Fors"	Criteria
• Written and verbal explanation of lesson purpose • Directions and procedures are clear to students • Explanation of content is appropriate and connects to student knowledge and experience • Clear and correct spoken and written language	*Classroom Observation* **a: Expectations for learning. Directions and procedures. Explanations of content.** **Evidence:**
• Teacher's questions are of high quality • Adequate time provided for response • Genuine discussion among students • Teacher successfully engages all students in discussion	*Classroom Observation* **b: Quality of questions. Discussion techniques. Student participation.** **Evidence:**
• Assignments are appropriate and students are cognitively engaged • Instructional groups are productive and appropriate for the lesson • Materials and resources are appropriate and engage students mentally • Lesson has a clearly defined structure • Pacing is appropriate	*Classroom Observation* **c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing.** **Evidence:**
• Students are fully aware of	*Classroom Observation* **d: Assessment criteria. Monitoring of student learning. Feedback to students. Student self-assessment and monitoring of progress.**

criteria and performance standards by which work will be evaluated • Monitors the progress of groups making use of diagnostic prompts • Feedback to students is timely and high quality • Students frequently assesses and monitors quality of their own work against criteria	**Evidence:**
• Makes minor adjustments to lesson in a smooth manner • Successfully accommodates for students' questions and interests • Anticipates and responds to student differences • Persists in seeking approaches for students who are struggling	*Classroom Observation* **e: Lesson adjustment. Response to students. Persistence.** **Evidence:**

Summary:
Suggestions:

Domain 4: Professional Responsibilities		
Score		
	a:	Reflecting on teaching in terms of accuracy and use in further teaching
	b:	Maintaining accurate records
	c:	Communicating with families
	d:	Participating in a professional community
	e:	Developing and growing professionally
	f:	Demonstrating professionalism

Domain D: Teacher Professionalism	
Key Proficient "Look Fors"	**Criteria**
• Accurately assess lesson's effectiveness in meeting outcomes • Generally supports judgments • Suggests future adjustments	**a. Reflecting on teaching.** **- Accuracy** **- Use in future teaching** **Evidence:**
• Fully effective system for maintaining information on student completion of assignments.	**b. Maintaining accurate records** **- Student completion of assignments** **- Student progress in learning** **- Non-instructional records** **Evidence:**

• Provides frequent information to families • Communicates regularly about students' progress • Engages families frequently and successfully • Volunteers in school events making substantial contribution • Coordinates with specialists	**c. Communicating with families** **- Information about the instructional program** **- Information about individual students** **- Engagement of families in the instructional program**
	Evidence:
• Mutual support and cooperation • Grade-level/departmental meetings • Engages in analysis, reflection, discussion and debate with intent to improve • Actively participates in a culture of professional inquiry • Professional development • Action research • Collaboration	**d. Participating in a professional community** **- Participating in a professional community** **- Involvement in a culture of professional inquiry** **- Service to the school** **- Participation in school and district projects**
	Evidence:
• Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill • Welcomes feedback and responds/asks for further feedback	**e. Growing and developing professionally** **- Enhancement of content knowledge and pedagogical skill** **- Receptivity to feedback from colleagues** **- Service to the profession**
	Evidence:
• • Displays high standards of honesty, integrity, and confidentiality in interactions with colleague, students, and the public. • Volunteers to participate in before/after school programs • Ensures all students have fair opportunity to succeed. • Open minded and participates in team/departmental decision-making. • Consistent and on time in attendance • Consistent and on time in attendance at team and faculty meetings • Dresses appropriately	**f. Showing professionalism** **- Integrity and ethical conduct** **- Service to students** **- Advocacy** **- Decision making** **- Compliance with school and district regulations**
	Evidence:

Summary:
Suggestions: