Formal Teaching Evaluation Form

UH Teacher Candidate: __________________________ Cooperating Teacher: __________________________

Date: ______________ Grade/Subject: __________________________ School: __________________________

Cooperating Teacher: Please complete this form to rate each formal teaching observation, and then discuss your ratings with your Teacher Candidate at a post-conference soon after the lesson. Address any specific concerns to teachered@uh.edu.

Lesson Objective(s):

General Comments:

| 5 - Exceptional | 4 - Strong | 3 - Adequate | 2 - Marginal | 1 - Unsatisfactory | NA - Not Applicable |

I. Learner Centered Knowledge
(OVERALL: □ Acceptable or □ Unacceptable)

- Exhibits comprehensive and current knowledge of subject matter
- Exhibits familiarity with content related resources
- Utilizes appropriate methods when teaching each content performance area
- Provides for practical/authentic application of lesson content
- Integrates multiple content areas into instruction
- Relates content to interests/experiences of students
- Lesson objectives are based on grade level TEKS

II. Learner Centered Instruction
(OVERALL: □ Acceptable or □ Unacceptable)

- Has materials/aids/facilities ready
- Begins promptly
- Begins with effective focus
- Communicates learning objectives
- States rationale so students understand the purpose of the lesson
- Engages students in higher level thinking/problem solving
- Implements appropriate sequence of activities
- Relates instruction to prior and future learning
- Varies activities appropriately
- Monitors student performance
- Closes instruction appropriately

Instructional Judgment and Flexibility

- Selects appropriate pace
- Incorporates students’ responses/questions into lesson
- Provides appropriate wait time after asking questions
- Provides corrective feedback/clariﬁes
- Implements instruction at appropriate level
- Uses appropriate individual/small group/whole class activities
- Selects and maintains focus of lesson objectives
- Re-teaches when necessary

Instructional Management

- Gives clear administrative directions
- Uses procedures and routines
- Keeps students engaged and on task
- Reinforces and praises student performance

Behavioral Management

- Specifies expectations for behavior
- Redirects/stops inappropriate behavior
- Applies rules consistently and fairly
- Reinforces behavior appropriately

III. Equity in Excellence for All Learners
(OVERALL: □ Acceptable or □ Unacceptable)

- Models appropriate behavior for encouraging students to accept diverse populations
- Delivers instruction appropriate to diverse learning styles/abilities
- Delivers instruction appropriate to diverse backgrounds, experiences, interests, and needs of students
- Applies or links curriculum content to community cultures
- Uses culturally diverse examples in classroom
- Solicits student participation in a non-biased manner
- Fosters positive interactions among diverse groups

IV. Learner Centered Communication
(OVERALL: □ Acceptable or □ Unacceptable)

- Explains content/tasks clearly
- Avoids sarcasm/negative criticism
- Establishes and maintains positive rapport
- Demonstrates effective verbal/written communication skills including grammar, pronunciation, spelling
- Demonstrates effective nonverbal communication skills

V. Technology Focused Instruction
(OVERALL: □ Acceptable or □ Unacceptable)

- Effectively integrates available media/technological resources
- Ensures media/technology works appropriately
- Provides alternative teaching methods if technology malfunctions
- Typed & printed lesson plan

Based on your observations of this lesson, you anticipate:

- Great success in QUEST 3
- Probable success in QUEST 3
- Emergent problems in QUEST 3
- Student should not be admitted to QUEST 3

Teacher Candidate

Cooperating Teacher

Date