



University of Memphis

Framework for Evaluation and Professional Growth of Student Teachers

Name _____ SSN _____ - _____ - _____

Term _____ School/Gr Place/Subj _____

University Supervisor _____ Cooperating Teacher _____

Dates of Placement _____ Observation Dates _____

Directions for Use of Evaluation Form: Use comments or examples to describe performance and make suggestions for future evaluations. Use the rubric on each page to indicate the appropriate level of progress. The University Supervisor (US) and Cooperating Teacher (CT) will evaluate the Student Teacher (ST) independently. However, the US and CT should meet to discuss progress of ST if necessary. After each evaluation, a post conference should be held with the ST. Student teachers will be responsible for making copies of their own evaluation forms and submitting them to the university in the manner prescribed by the university. ST must be formally evaluated at least three times during placement one, and three times during placement two (**Progress Report 1,2,3** and **Final Evaluation**.) For each indicator an average performance level (A, B, or C) should be noted. NOTE: Indicator behaviors are aligned with performance level behaviors (i.e. Indicator A behavior 1 aligns with Rubric Performance Level A, B, or C behavior 1, etc.)

Final Comments: (Additional comments may be attached.)

CT: _____ Satisfactory _____ Unsatisfactory _____ In Progress, _____ additional weeks recommended

CT Initial _____

US: _____ Satisfactory _____ Unsatisfactory _____ In Progress, _____ additional weeks recommended

CT Initial _____

Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards

Domain One : Planning

INDICATOR A: Establishes appropriate instructional goals and objectives.

1. Selects goals and objectives aligned with the Tennessee academic content standards and state assessments.
2. Gives instructional priority to content goals and objectives that have been identified as high stakes assessment items.
3. Identifies goals and objectives that include the key concepts of the content area and are developmentally appropriate for all students.
4. Includes goals and objectives that emphasize higher order thinking skills appropriate to the content area and the students.

Data Sources:

Educator Information Record
Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards

Domain One: Planning

PERFORMANCE LEVEL A (Developing)

1. The textbook and the curriculum drive goals and objectives with some attention to students' needs and achievement.
2. Alignment with academic content standards and state performance indicators is incidental.
3. Goals and objectives are taken from the textbook with minimal attention to students' developmental levels.
4. Recall and comprehension are the primary levels of understanding in the planning of goals and objectives.

PERFORMANCE LEVEL B (Acceptable)

1. Goals and objectives are generally determined by the assessment and evaluation of the class as a whole.
2. Attempts are made to align goals and objectives with academic content standards and state performance indicators.
3. The teacher focuses on key concepts of the content with some attention to a developmental sequence of goals appropriate for all students.
4. Goals and objectives for students to engage in higher levels of thinking are planned occasionally.

PERFORMANCE LEVEL C (Proficient)

1. Instructional goals and objectives are clearly aligned and referenced to the content standards and state performance indicators.
2. Decisions regarding the sequencing of the content are made using the academic content standards with the prioritization of the state performance indicators.
3. Goals and objectives are differentiated based on development levels of students.
4. Goals and objectives provide for deliberate skill development in the higher order thinking process

Domain 1: Planning
INDICATOR A: Establishes appropriate instructional goals and objectives.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers Memphis Area Teacher Education Collaborative

Performance Standards

Domain One : Planning

INDICATOR B: Plans instruction and student evaluation based on an in-depth understanding of the content, student needs, curriculum standards, and the community.

1. Uses state performance indicators and multiple classroom assessments within the content to obtain information about students, their achievement, and uses this information to design and deliver appropriate instruction.
2. Plans and designs instruction and evaluation aligned with state academic content standards and state performance indicators that are developmentally appropriate for all students.
3. Selects research-based strategies, methods, activities, and materials validated as sound practice within the content area.
4. Plans student evaluation and assessments that will allow all students ample opportunity to demonstrate what they have learned on the identified content goals and objectives.
5. Designs instruction to cause students to integrate content knowledge, skills, and inquiry across content areas.
6. Designs instruction that utilizes materials, human and community resources, and technology in ways appropriate to the content area.
7. Includes instructional experiences relevant to students, real life, and student career pathways.

Data Sources:

Educator Information Record
Planning Information

Rubric for Performance Standards

Domain One: Planning

PERFORMANCE LEVEL A (Developing)

1. Methods and activities that relate to the textbook are the primary guide for instructional planning.
2. Little consideration is given to student developmental levels.
3. Materials and methods are selected based on their relevance to the textbook.
4. Student assessments and evaluations are generally designed for the whole class in an objective format for ease of scoring.
5. Learning experiences provide little opportunity for the integration of knowledge and skills from related subject areas.
6. Materials and technology are chosen based on their relevance to the textbook.
7. The teacher plans few activities for students that are related to real life.

PERFORMANCE LEVEL B (Acceptable)

1. The teacher designs whole class instruction using classroom assessment data.
2. Plans reflect developmental needs in short-term learning.
3. There is some evidence of methods, activities, and materials aligned to instructional objectives.
4. Student assessments and evaluations are generally designed in varied formats, including but not limited to, multiple choice, matching, short answer, and essay.
5. Plans include learning experiences that require the integration of knowledge and skills from related subject areas.
6. Materials and technology are chosen based on their relevance to the topic and support the achievement of goals and objectives.
7. The teacher plans activities for students that are related to real life.

PERFORMANCE LEVEL C (Proficient)

1. The teacher designs instructional plans and evaluations based on state and classroom assessments.
2. Instructional plans are aligned with state academic content standards and state assessments with developmental needs of students identified within the instructional plan.
3. The teacher develops instructional plans that include research-based strategies, methods, activities, and materials that are age appropriate and aligned with content standards.
4. Student assessments and evaluations are aligned to the goals and objectives and provide ample opportunity for students to demonstrate what they know.
5. In addition to Performance Level B, the teacher designs inquiry assessments that require higher order thinking across the content areas.
6. Materials and technology are selected to facilitate, extend, and enrich student learning and achievement within the content areas. Community resources are included in ways that are respectful of the community culture.
7. Curricular goals, students' experiences, and real life choices are imbedded within the instructional plans.

Domain 1: Planning

INDICATOR B: Plans instruction and student evaluation based on an in-depth understanding of the content, student needs, curriculum standards, and the community.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards

Domain One : Planning

INDICATOR C: Adapts instructional opportunities for diverse learners.

1. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals.
2. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner.
3. Plans and designs evaluations and assessments for diverse students.

Data Sources:

Educator Information Record
Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards

Domain One: Planning

PERFORMANCE LEVEL A (Developing)

1. Physical adaptations are the primary consideration when designing content instruction for student learning.
2. Strategies and materials are selected for diverse group learning styles. Cognitive needs are addressed as they arise in the classroom. Modifications as directed on students' IEPs are implemented.
3. Diverse learners are administered the same assessments and evaluations as the whole class, with extra time allotted to students identified as having special needs.

PERFORMANCE LEVEL B (Acceptable)

1. Available data are used in the planning process to design lessons that accommodate group differences.
2. Differentiated content assignments are planned for students as appropriate. Recommendations on IEPs are correctly interpreted and appropriately implemented.
3. Classroom assessments and evaluations are adapted for use with diverse learners.

PERFORMANCE LEVEL C (Proficient)

1. Aggregated and disaggregated data are supplemented with classroom assessments to design instruction to meet the diverse needs of all students.
2. Plans are specifically designed to meet the needs for the whole class and all student groups. Learning experiences, as necessary, are tailored for individuals. IEPs are correctly interpreted and implemented.
3. Classroom evaluations and assessments are specifically designed to meet the needs of diverse learners

Domain 1: Planning
INDICATOR C: Adapts instructional opportunities for diverse learners.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers Memphis Area Teacher Education Collaborative

Performance Standards

Domain Two: Teaching Strategies

INDICATOR A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

1. Presents the content correctly in a logical, coherent fashion, building on content previously mastered and connecting to content to be learned in the future.
2. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solving, and clarifies when students misunderstand.
3. Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking.
4. Facilitates students in constructing their own understanding of the content in large group, small group, and independent settings, and provides specific, corrective feedback relevant to the task.
5. Assures that students have ample opportunity to explore, respond, and extend their thinking through technology, as appropriate to the content area.

Data Sources:

Classroom Observations
Reflecting Information Records

Rubric for Performance Standards

Domain Two: Teaching Strategies

PERFORMANCE LEVEL A (Developing)

1. Students are provided access to definitions, examples, and explanations. Information given to students has a few inconsistencies or errors.
2. The appropriateness of the pacing and the clarity of the presentation vary. Clarification occurs only when students ask questions.
3. Instructional activities, including questioning, focuses upon literal recall.
4. Instruction primarily occurs with the whole class, with general, non-specific feedback from the teacher.
5. The use of technology is treated as a separate class or separate skill.

PERFORMANCE LEVEL B (Acceptable)

1. The content is presented correctly. Definitions, examples, and explanations are chosen to encourage student understanding of concepts.
2. Content is paced as determined by the difficulty of the material.
3. The teacher uses some activities and questioning that cause higher order thinking, but the primary focus is on literal recall.
4. Students are provided opportunities for small group interaction to make the subject matter meaningful, with feedback focused on the whole class.
5. Technology is used as a supplement to the lesson in the classroom, but is not imbedded in the lesson.

PERFORMANCE LEVEL C (Proficient)

1. The teacher conveys the content correctly with coherence and precision, communicating key concepts linked to students' prior understanding.
2. The lesson is paced appropriately with multiple representations and explanations of the content to assure students' understanding.
3. Activities, including higher order questioning, are used to develop higher order thinking processes.
4. The role of the teacher varies in the instructional process according to the content and purposes of instruction and the needs of students; feedback is immediate and specific.
5. Technology to facilitate student learning is integrated into the lesson.

Domain 2: Teaching Strategies
INDICATOR A: Demonstrates a deep understanding of the central concepts, assumptions, structures, and pedagogy of the content area.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards

Domain Two: Teaching Strategies

INDICATOR B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.

1. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education.
2. Promotes positive intellectual interactions among students and teacher through instructional experiences that result in student investigation of theories, facts, and opinions related to the content area.
3. Provides opportunities for students to learn and challenge each other through planned, cooperative peer interaction.
4. Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners.

Data Sources:

Planning Information Records
Classroom Observations
Reflecting Information Records

Rubric for Performance Standards

Domain Two: Teaching Strategies

PERFORMANCE LEVEL A (Developing)

1. Students are provided with activities that are related to the content but may not be connected to real world experiences.
2. The methods and activities used by the teacher emphasize recall and rote drill without attention to the development of higher order thinking processes.
3. The classroom is teacher-centered with minimum student participation. Student activities are completed independently as silent seatwork.
4. Students are provided with activities from the textbook, specific to the content but are not differentiated for varied needs or learning styles.

PERFORMANCE LEVEL B (Acceptable)

1. Practice and review activities reinforce students' learning through linkages with other learning and have real world connections.
2. Methods and activities center on recall, comprehension, and application of the content, with some attention to higher order thinking processes.
3. Students are provided some opportunity to interact with the teacher and other students through planned activities.
4. The teacher uses some strategies that are research-based and there is evidence of attempts to differentiate instruction for diverse learners.

PERFORMANCE LEVEL C (Proficient)

1. The teacher relates the content to students' prior knowledge, experiences, and backgrounds through strategies that foster student ownership of the work.
2. Methods and activities center on higher order thinking processes. Problem solving, and decision making skills are emphasized.
3. In addition to Performance Level B, the teacher organizes and monitors differentiated, independent, and group work that allows for full and varied participation of all students.
4. The teacher provides differentiated tasks to meet the varied learning styles and needs of students. Best practices that support the standards and promote student engagement are evidenced.

Domain 2: Teaching Strategies

INDICATOR B: Uses research-based classroom strategies that are grounded in higher order thinking, problem-solving, and real world connections for all students.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards

Domain Three: Assessment and Evaluation

INDICATOR A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.

1. Aligns classroom assessments with state performance indicators and grade level accomplishments.
2. Uses multiple evaluations and assessments to evaluate student mastery of content and to inform instruction for the class as a whole, as individuals, and within diverse groups.

Data Sources:

Educator Information Record
Planning Information Records
Classroom Observations,
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards

Domain Three: Assessment and Evaluation

PERFORMANCE LEVEL A (Developing)

1. Classroom assessment is not aligned with state performance indicators.
2. Student mastery of content is determined through teacher-developed tests for the class as a whole.

PERFORMANCE LEVEL B (Acceptable)

1. Classroom assessments are used to make instructional decisions in the course of study, but are not aligned with state assessments.
2. Teacher developed tests are used to determine mastery of content for the class as a whole and for diverse groups.

PERFORMANCE LEVEL C (Proficient)

1. Classroom assessments are aligned with state performance indicators and grade level accomplishments, with students provided classroom assessment items written in formats similar to state assessment items.
2. Multiple classroom evaluations and assessments provide ample and varied opportunity for all students to demonstrate what they know. Ongoing assessment is systematically used to inform the content instruction and provide feedback to all students

Domain 3: Assessment and Evaluation

INDICATOR A: Uses appropriate evaluation and assessments to determine student mastery of content and make instructional decisions.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards

Domain Three: Assessment and Evaluation

INDICATOR B: Communicates student achievement and progress to students, their parents, and appropriate others.

1. Uses state assessment data for communicating student achievement in the content area to students, parents and other stakeholders.
2. Maintains correct and useful records of student work within the content area and communicates student performance correctly and responsibly to students, parents, and other stakeholders, with prompt and useful feedback given to students.

Data Sources:

Educator Information Record
Classroom Observations
Educator Conferences

Rubric for Performance Standards

Domain Three: Assessment and Evaluation

PERFORMANCE LEVEL A (Developing)

1. Reports about student performance are provided to students and appropriate others at required intervals.
2. The teacher accurately maintains required records of student work and performance, and students are provided general feedback.

PERFORMANCE LEVEL B (Acceptable)

1. In addition to Performance Level A, students are informed regularly in the classroom regarding their mastery of student performance indicators.
2. The teacher maintains accurate, current records of student work.

PERFORMANCE LEVEL C (Proficient)

1. In addition to Performance Level B, the teacher completes an item analysis on classroom assessments to determine specific areas for further instruction.
2. In addition to Performance Level B, the teacher has data accessible upon request and refines communication strategies to assure student feedback will effect a change.

Domain 3: Assessment and Evaluation
 INDICATOR B: Communicates student achievement and progress to students, their parents, and appropriate others.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards

Domain Three: Assessment and Evaluation

INDICATOR C: Reflects on teaching practice through careful examination of classroom evaluation and assessments.

1. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection.
2. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.
3. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues.
4. Demonstrates efficacy with struggling students and diverse groups.

Data Sources:

Educator Information Record
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards

Domain Three: Assessment and Evaluation

PERFORMANCE LEVEL A (Developing)

1. Reflections are about the lesson in general, with no framework evident for context.
2. There is no evidence that content standards have been analyzed.
3. The educator's reflections include descriptions of classroom behaviors including sequence of events, and teacher behaviors.
4. The teacher tends to blame poor student performance on factors outside the classroom.

PERFORMANCE LEVEL B (Acceptable)

1. The educator uses classroom assessments and evaluations as a framework for examining teaching practices.
2. The concepts and thinking processes required in the content standards are examined for the class as a whole.
3. The teacher occasionally seeks feedback from the cooperating teacher and the supervising faculty member regarding materials, methods, and activities.
4. Some attention is given to strategies, methods, activities, and materials to assist struggling students and diverse groups.

PERFORMANCE LEVEL C (Proficient)

1. The teacher reflects about group and individual performance using goals and objectives developed from academic content standards and state performance indicators.
2. The content standards are examined to determine if they were presented in varied formats that would meet the needs of all students.
3. The teacher constantly interacts with the cooperating teacher and the supervising faculty member seeking feedback and suggestions for materials and methods and activities to accommodate all students.
4. The teacher reviews instruction to determine what additional interventions can be implemented to assist struggling students.

Domain 3: Assessment and Evaluation
INDICATOR C: Reflects on teaching practice through careful examination of classroom evaluation and assessments.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards

Domain Four: Learning Environment

INDICATOR A: Creates a classroom culture that develops student intellectual capacity in the content area.

1. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students.
2. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher.
3. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning.

Data Sources:

Classroom Observations
Reflecting Information Records
Educator Conferences

Rubric for Performance Standards

Domain Four: Learning Environment

PERFORMANCE LEVEL A (Developing)

1. The teacher demonstrates a positive disposition toward the content area, but high expectations for all students are not verbalized.
2. Expectations for student behavior are inconsistent. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques.
3. Students are held accountable for completing assignments, and participating in classroom discussions.

PERFORMANCE LEVEL B (Acceptable)

1. The teacher displays a positive disposition toward the content and sometimes verbalizes the belief that all students can be successful.
2. The teacher uses classroom management techniques that encourage student self-control and self-discipline. When inappropriate behavior is recognized, the teacher demonstrates knowledge of reasonable and acceptable management techniques.
3. In addition to Performance Level A, purposeful, challenging learning interactions are generally evident.

PERFORMANCE LEVEL C (Proficient)

1. The teacher is enthusiastic about the content and regularly voices high expectations for all students.
2. Students and teacher engage in purposeful communication and mutual respect for ideas is apparent. When disruptions or inappropriate behaviors do occur, the teacher demonstrates respect to the students while restoring classroom order.
3. In addition to Performance Level B, students are encouraged to experiment with new ideas and ways of learning. Expectations for student interactions, academic discussions, and individual and group responsibilities are explicit.

Domain 4: Learning Environment
 INDICATOR A: Creates a classroom culture that develops student intellectual capacity
 in the content area.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers
 Memphis Area Teacher Education Collaborative

Performance Standards

Domain Four: Learning Environment

INDICATOR B: Manages classroom resources effectively.

1. Creates a classroom environment that organizes and manages time, space, facilities, and other resources for maximum engagement of students in the content.
2. Demonstrates flexibility in restructuring time, space, facilities, and other resources as the situation demands.

Data Sources:

Planning Information Records, Classroom Observations, Reflecting Information Records, Educator Conferences

Rubric for Performance Standards

Domain Four: Learning Environment

PERFORMANCE LEVEL A

1. Class time is generally used for instructional purposes; however, attention to administrative and management duties distracts from the learning process.
2. Flexibility may not be demonstrated when unexpected situations require reorganization or reallocation of classroom resources.

PERFORMANCE LEVEL B

1. Class time is spent in teaching and learning with minimal attention to administrative duties.
2. Classroom resources are accessible to students to support learning in the content. Flexibility is demonstrated as situations demand that classroom processes and instructional procedures be modified.

PERFORMANCE LEVEL C

1. In addition to Performance Level B, the resources of time, space, and attention are appropriately managed to provide equitable opportunity for students to engage in learning the content.
2. The teacher effectively modifies classroom processes and instructional procedures as the situation demands. Classroom resources are readily available to students to facilitate efficient and effective learning of content. Routines are established for handling non-instructional matters quickly and efficiently.

Domain 4: Learning Environment
 INDICATOR B: Manages Classroom resources effectively.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers
Memphis Area Teacher Education Collaborative

Performance Standards

Domain Five: Professional Growth/Dispositions

INDICATOR A: Demonstrates professional behavior and work habits

1. Maintains a professional appearance as appropriate to school setting.
2. Displays poise and self-control in all interactions.
 - a. Uses appropriate conflict resolution skills.
 - b. Adjusts to changes that affect learning environment.
 - c. Accepts and uses constructive criticism.
 - d. Works effectively with diverse populations.
3. Displays proper work habits.
 - a. Maintains satisfactory record of attendance.
 - b. Arrives and departs at appropriate times.
 - c. Participates fully in school activities.
 - d. Completes assigned tasks on schedule.
4. Follows professional code of ethics and all applicable policies and procedures.

Data Sources:

Educator Information Record
 Evaluator Data
 Growth Plan

Rubric for Performance Standards

Domain Five: Professional Growth/Dispositions

PERFORMANCE LEVEL A (Developing)

(comment required)

1. Dress is inappropriate to setting.
2. Lacks poise and does not maintain self-control.
 - a. Conflict resolution skills are ineffective.
 - b. Inflexible in dealing with changes.
 - c. Unwilling to accept or apply suggestions.
 - d. Displays intolerance.
3. Poor work habits.
 - a. Unexcused and/or excessive absences.
 - b. Does not adhere to assigned work schedule.
 - c. Does not attend school activities.
 - d. Assigned tasks are not completed, late, or poorly done.
4. Is unfamiliar with professional code of ethics, but follows policies and procedures.

PERFORMANCE LEVEL B (Acceptable)

1. Dress is appropriate to setting.
2. Is poised and maintains self-control in most interactions.
 - a. Uses conflict resolution skills.
 - b. Displays flexibility in dealing with changes.
 - c. Accepts suggestions and attempts to apply.
 - d. Displays tolerance in working with diverse populations.
3. Work habits are appropriate.
 - a. Absences are excused and not excessive.
 - b. Adheres to assigned work schedule.
 - c. Attends most school activities.
 - d. Assigned tasks completed on schedule.
4. Is familiar with professional code of ethics and follows all applicable policies and procedures.

PERFORMANCE LEVEL C (Proficient)

In addition to Performance Level B,

1. Dress and appearance is consistently professional.
2. Always maintains poise and self-control when dealing with difficult situations.
3. Displays excellent work habits.
4. Displays ethical behavior in all interactions.

Domain 5: Professional Growth/Dispositions
 INDICATOR A: Demonstrates professional behavior and work habits.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

Framework for Evaluation and Professional Growth of Student Teachers
 Memphis Area Teacher Education Collaborative

Performance Standards

Domain Six: Communication

INDICATOR A: Communicates clearly and correctly with students, parents, and other stakeholders.

1. Uses effective and correct verbal and nonverbal language appropriate to the audience and models effective communication strategies through questioning, listening, clarifying, and restating.
2. Communicates subject matter clearly and correctly, verbally and written, in a style easily understood by stakeholders in the education community.

Data Sources:

Classroom Observations
 Evaluator Data
 Educator Information Record

Rubric for Performance Standards

Domain Six: Communication

PERFORMANCE LEVEL A (Developing)

1. Communications contain inappropriate grammar, but a logical organization of information is evident. The teacher speaks clearly, using appropriate vocabulary.
2. The teacher uses vocabulary that reflects knowledge of the content. Written information contains grammar, spelling, and vocabulary errors.

PERFORMANCE LEVEL B (Acceptable)

1. Appropriate grammar and word choice are used for the clear and concise exchange of information. The teacher models effective communication strategies through questioning, listening, clarifying, and restating.
2. An appropriate volume and pace are used to communicate the content for the specific audience. Written information is logically organized and complete for the intended purpose and audience, with correct grammar and mechanics.

PERFORMANCE LEVEL C (Proficient)

1. In addition to Performance Level B, the teacher models effective communication strategies with students, parents, and other stakeholders in conveying ideas and information, questioning, clarifying, and restating. The teacher understands the cultural dimensions of communication and responds appropriately.
2. In addition to Performance B, written information is structured for clear and concise communication with the identified audience. The reader's experiences, perspectives, and skills are considered when composing written documents. The teacher uses a variety of tools to enrich communication opportunities.

Domain 6: Communication

INDICATOR A: Communicates clearly and correctly with students, parents, and other stakeholders.

Cooperating Teacher			University Supervisor		
	DATE	EVAL		DATE	EVAL
Progress Report 1	_____	_____	Progress Report 1	_____	_____
Progress Report 2	_____	_____	Progress Report 2	_____	_____
Progress Report 3	_____	_____	Progress Report 3	_____	_____
FINAL	_____	_____	FINAL	_____	_____

COMMENTS – Cooperating Teacher

COMMENTS – University Supervisor

