

# Florida Atlantic University Developing Teacher Evaluation Form Mid-Term and Final Assessment

## **DIRECTIONS:**

This form is used at the mid-point and at the end of the student teaching semester to evaluate the performance of the developing teacher. The ratings should be determined **collaboratively** by the University Supervisor and the Clinical Educator and be based upon a comparison of the developing teacher's performance against the rubric and elaborating guidelines that accompany the form. Once the developing teacher's support team completes the evaluation, it is shared in a meeting with the developing teacher. All members of the team sign and date the form. Signatures indicate receipt of the evaluation.

## **Mid-Term:**

Developing teachers may not have had an opportunity to demonstrate their proficiency on one or more of the indicators for the Educator Accomplished Practices. In such an instance, a rating of "NA" may be assigned to that indicator. If a developing teacher earns a rating of "2" or "1", a Professional Development Plan must immediately be initiated and the Director/Coordinator of Student Teaching notified.

## **Final:**

Ratings of "NA" are not permitted on the final evaluation. Developing teachers must earn a rating of "3" or "4" on each indicator for the Educator Accomplished Practices. Any rating of "2" or "1" will result in the developing teacher receiving a grade of "Unsatisfactory" in student teaching.

Student's Name \_\_\_\_\_ SS# \_\_\_\_\_ Term/Year \_\_\_\_\_

County \_\_\_\_\_ School \_\_\_\_\_ Teacher \_\_\_\_\_

Each section on this evaluation form correlates directly to a Preprofessional Level of a Florida Educator Accomplished Practices (EAP) and one or more domains from the Florida Performance Measurement System (FPMS). Use the rating scale guidelines on the right side of this form to rate the developing teacher's competency on each indicator and then an overall rating for demonstration of the Preprofessional Educator Accomplished Practices.

<p><b>ASSESSMENT</b></p> <p>____ Employs traditional <b>and</b> alternative assessment strategies.</p> <p>____ Modifies instruction based on assessed student performance.</p> <p>____ Provides opportunities for students to assess their own work and progress.</p> <p>____ Maintains accurate records to monitor student progress.</p> <p>____ Interprets data from various informal and standardized assessment procedures.</p>	<p><b>COMMUNICATION</b></p> <p>____ Varies both verbal and nonverbal communication ACCORDING TO THE NEEDS OF INDIVIDUALS.</p> <p>____ Encourages students in a positive and supportive manner.</p> <p>____ Communicates high expectations to all students.</p> <p>____ Uses appropriate communication techniques with the entire school community and all families <u>including those whose home language is not English.</u></p> <p>____ Demonstrates the ability to effectively communicate verbally and in writing.</p>	<p><b>CONTINUOUS IMPROVEMENT</b></p> <p>____ USES DATA AND REFLECTS ON DATA TO IMPROVE PROFESSIONAL PRACTICE.</p> <p>____ Participates in training and other professional development to increase her/his own professional growth.</p> <p>____ Accepts constructive criticism.</p>	<p><b>CRITICAL AND CREATIVE THINKING</b></p> <p>____ Provides opportunities for all students to learn higher-order thinking skills.</p> <p>____ Identifies <b>and</b> uses strategies, materials, and technologies to expand students' critical thinking abilities.</p> <p>____ Demonstrates and models the use of higher-order thinking skills.</p> <p>____ Modifies and adapts lessons with attention to learners' creative thinking abilities.</p>
<p><b>DIVERSITY</b></p> <p>____ Fosters a learning environment in which all students are treated equitably.</p> <p>____ Provides a range of activities which accommodate students' learning styles, and <u>cultural and linguistic diversity.</u></p> <p>____ Provides learning situations which encourage students to practice skills and gain knowledge needed in a diverse society.</p>	<p><b>ETHICS &amp; PROFESSIONALISM</b></p> <p>____ Makes a reasonable effort to protect students from conditions harmful to learning and mental and/or physical health and safety.</p> <p>____ Maintains honesty in all professional dealings. *</p> <p>____ Adheres to the Florida Code of Ethics. *</p> <p>____ Meets expectations for attendance, punctuality, and appearance.</p> <p><i>* Assumed to be a "3" unless a specific event warrants a higher or lower rating.</i></p>	<p><b>HUMAN DEVELOPMENT &amp; LEARNING</b></p> <p>____ Selects developmentally appropriate materials for instruction <b>and</b> remediation.</p> <p>____ Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development and cultural heritage.</p> <p>____ Shows knowledge and awareness of learning theories, subject matter, curriculum development, student development and <u>first and second language acquisition processes.</u></p>	<p><b>KNOWLEDGE AND PRESENTATION OF SUBJECT MATTER</b></p> <p>____ Links the subject to standards, other disciplines <b>and</b> applications in daily living.</p> <p>____ Communicates knowledge of subject matter in a manner that enables all students to learn regardless of <u>linguistic background.</u></p> <p>____ Uses the materials <b>and</b> technologies of the subject field in developing learning activities for all students.</p> <p>____ Demonstrates subject matter knowledge.</p>

LEARNING ENVIRONMENT	PLANNING	ROLE OF THE TEACHER	TECHNOLOGY
<ul style="list-style-type: none"> <li>Establishes smooth and efficient routines by providing clear directions for instructional activities and transitions.</li> <li>Applies established rules and standards for behavior consistently and equitably.</li> <li>Monitors learning activities by providing feedback and reinforcement to students.</li> <li>Uses time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.</li> <li>Develops an environment conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Plans and effectively conducts lessons with identified student performance and learning outcomes based on standards required for Florida's public school children.</li> <li>Plans activities that engage students and employs strategies to re-engage students who are off task.</li> <li>Plans lessons that help students develop concepts through a variety of methods.</li> </ul>	<ul style="list-style-type: none"> <li>Adopts the role of student advocate and is familiar with state and federal laws and court-ordered Consent Decrees.</li> <li>Communicates and cooperates with colleagues and families from all <u>linguistic</u> and <u>cultural backgrounds</u> to improve students' school performance.</li> <li>Uses the community to provide students with a variety of experience</li> <li>Participates in school improvement efforts.</li> <li>Develops short and long term professional goals relating to continuous professional development and student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Uses instructional and other electronic tools to gather information.</li> <li>Selects and uses educational software for instruction.</li> <li>Teaches all students to use available computers and other forms of technology.</li> <li>Uses technology in professional role.</li> </ul>

**Rating Scale (See Elaborating Guidelines):**

- 4 – Exceeds Expectations** = Performance demonstrates an exemplary ability to create, implement and perform at an outstanding level. (Rarely/never needs guidance/support; Excellence in application/demonstration; Consistently demonstrates ability; Highly effective/positive impact on all students/situations)
- 3 – Meets Expectations** = Performance demonstrates a clear conceptual understanding of components with consistent and effective implementation. (Occasional guidance needed; Consistent demonstration with only occasional lapses; High quality in application/demonstration; Obvious positive impact on majority of students/situations)
- 2 – Below Expectations** = Performance demonstrates the apparent understanding of concepts and attempts to implement but implementation is intermittent and/or not entirely successful. (Needs consistent guidance; Occasional, but inconsistent, demonstration; Barely adequate quality in application/demonstration; Impact not observable or only with a limited number of students/situations)
- 1 - Unsatisfactory** = Performance appears to demonstrate a need for conceptual understanding and fundamental practices. (Resists/ignores guidance; cannot demonstrate practice at all; Poor quality in application; No positive impact, or only negative impact, on students/situations)

**NA** -The rater has been unable to observe or review documentation that shows evidence of this behavior (mid-term only).

*If the developing teacher receives a rating of “2” or “1”, a Professional Development Plan (PDP) needs to be written by the University Supervisor for that (those) indicator(s). At final, all indicators must be rated “3” or “4” to earn a grade of “Satisfactory”.*

**Circle Overall Rating:**      4                  3                  2                  1

Using a separate sheet of paper, please comment on the student's overall competency and probability of future success as a teacher. Cite and attach examples and references to the Accomplished Practices supporting your opinion.

University Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Clinical Educator's Signature \_\_\_\_\_

Date \_\_\_\_\_

Developing Teacher's Signature \_\_\_\_\_

Date \_\_\_\_\_

These signatures confirm that this form was reviewed by the evaluator and the intern, but does not necessarily indicate the developing teacher's agreement with the evaluation.