# End of Quarter Evaluation Form

The Evergreen State College

Master in Teaching Program

(Name of teacher candidate with quarter and year)

1 = inappropriate, 2 = emerging, 3 = clearly developing, 4 = skilled/experienced

**Domain 1: Planning and Preparation**

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| **Score** | **Elements** |  | **Score** | **Elements** |
|  | **1a: Demonstrating Knowledge of Content and Pedagogy** |  |  | **1d: Demonstrating Knowledge of Resources** |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Knowledge of content and the structure of the disciplineKnowledge of prerequisite relationshipsKnowledge of content-related pedagogyKnowledge of multi-cultural, anti-bias curriculum planning |  | **\_\_\_\_\_****\_\_\_\_\_** | Resources for professional developmentResources for student learning |
|  | **1b: Demonstrating Knowledge of Students** |  |  | **1e: Designing Coherent Instruction** |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Knowledge of characteristics of age groupKnowledge of students’ skills andapproaches to learningKnowledge of students’ interests, cultural heritages, and statusKnowledge of language demands and resourcesKnowledge of language genresIdentifying vocabulary |  | **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Engagement and alignmentInstructional materials, resources, and technologyInstructional groupingsLesson and unit structureSupporting academic language development |
|  | **1c: Setting Instructional Outcomes** |  |  | **1f: Designing Student Assessments** |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Expectations and valueWA State Standards & CCSS ClarityDifferentiation/Diverse studentsBalance |  | **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Alignment: Assessment of Washington State Standards and Common Core State StandardsCriteriaUse for planning |

**Domain 2: The Classroom Environment**

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| **Score** | **Elements** |  | **Score** | **Elements** |
|  | **2a: Creating an Environment of Respect and Rapport** |  |  | **2d: Managing Student Behavior** |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Democratic classroom management systemCandidate interaction with students, both verbal and actionStudent interactions with other students |  | **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Expectations for student conductMonitoring student behaviorResponse to student misbehavior |
|  | **2b: Establishing a Culture for Learning** |  |  | **2e: Organizing Physical Space** |
| **\_\_\_\_\_****\_\_\_\_\_** | Importance of content and learning: Orientation to learningExpectations for learning and achievement |  | **\_\_\_\_\_****\_\_\_\_\_** | Safety and accessibilityArrangement of furniture and use of physical resources |
|  | **2c: Managing Classroom Procedures and Environment** |  |  |  |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Performance of classroom routinesManagement of instructional groupsManagement of transitionsManagement of materials and supplies |  |  |  |

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**Domain 3: Instruction**

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| **Score** | **Elements** |  | **Score** | **Elements** |
|  | **3a: Communicating with Students** |  |  | **3d: Using Assessment in Instruction** |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Expectations for learningDirections for activitiesExplanation of contentUse of oral and written languageAcademic language development |  | **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Assessment criteriaMonitoring student learningFeedback to studentsStudent self-assessment and monitoring of progress |
|  | **3b: Use of Questioning and Discussion Techniques** |  |  | **3e: Demonstrating Flexibility and Responsiveness** |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Quality of questions/promptsDiscussion techniquesStudent participation |  | **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Lesson adjustmentResponse to studentsPersistence |
|  | **3c: Engaging Students in Learning** |  |  |  |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Activities and assignmentsGrouping of studentsInstructional materials, resources, and uses of technologyStructure and pacing |  |  |  |

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**Domain 4: Professional Responsibilities**

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| **Score** | **Elements** |  | **Score** | **Elements** |
|  | **4a: Reflecting on Teaching** |  |  | **4d: Participating in the Professional Community** |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | AccuracyEffectiveness with diverse studentsUse in future teaching |  | **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Relationships with colleaguesInvolvement in a culture of professional inquiryService to the school |
|  | **4b: Maintaining Accurate Records** |  |  | **4e: Growing and Developing Professionally** |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Student completion of assignmentsStudent progress in learningNon-instructional records |  | **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Enhancement of content knowledge and pedagogical skillReceptivity to feedback from colleaguesReflects in writing on own cultural Encapsulation |
|  | **4c: Communicating with Families** |  |  | **4f: Showing Professionalism** |
| **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Information about the instructional programInformation about individual studentsEngagement of families in the instructional programCulturally appropriate communication |  | **\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_****\_\_\_\_\_** | Integrity and ethical conductService to students and advocacyProfessional decision-makingCompliance with school and district regulations |

The “Student Teaching Assessment Rubric” is based on *The Framework of Teaching Evaluation Instrument*, 2013 by Charlotte Danielson. Permission granted by author to modify for use by the Master in Teaching Program at The Evergreen State College.

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(Faculty signature and date)

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