

Name:	Date:
School:	District:
Evaluator:	Grade:
Subject:	Time:

- **B=Basic:** The TC needs ongoing assistance from the CT/SC/US for support and guidance in lesson planning, instruction, and/or classroom management. The TC may not yet be able to effectively apply what they have learned about teaching and may often make unsuitable choices about how and what to teach.
- **PP=Partially Proficient:** The TC needs some support from CT/SC/US, but is moving toward becoming more self-directed and independent in planning instruction, teaching, and classroom management. The TC demonstrates some ability to apply what they have learned about teaching, even though they may still make a few unsuitable choices about how and what to teach.
- **P=Proficient (Meets UCCS Standards):** The TC is usually able to teach without assistance from the CT/SC/US and easily applies what they have learned about teaching. Their choices about what to teach and how to teach it reflect a solid understanding of effective teaching strategies. The TC is able to adjust instruction in response to student needs
- **A=Accomplished:** The TC is able to plan and implement effective instruction with minimal input or assistance from the CT/SC/US. They manage classroom schedules and student behavior with relative ease. They are able to engage children in learning by integrating a variety of instructional models and teaching strategies into her/his classroom practice. The TC is quickly able to adjust instruction in response to student needs.

	B	PP	P	A
<b>Mastery of content and pedagogical expertise</b>				
a. Provide instruction that is aligned with the Colorado Academic Standards; the District's organized plan of instruction; and the individual needs of their students.				
b. Demonstrate knowledge of student literacy development in reading, writing, speaking and listening.				
c. Demonstrate knowledge of mathematics and understand how to promote student development in numbers and operations, algebra, geometry and measurement, and data analysis and probability.				
d. Demonstrate knowledge of the content, central concepts, tools of inquiry, appropriate evidence-based instructional practices and specialized character of the disciplines being taught.				
e. Develop lessons that reflect the interconnectedness of content areas/disciplines.				
f. Make instruction and content relevant to students and take actions to connect students' background and contextual knowledge with new information being taught.				
<b>Comments:</b>				
	B	PP	P	A
<b>Safe, inclusive, and respectful learning environments</b>				
a. Foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.				
b. Demonstrate a commitment to and respect for diversity.				
c. Engage students as individuals with unique interests and strengths.				

	<b>B</b>	<b>PP</b>	<b>P</b>	<b>A</b>
<b>d.</b> Adapt teaching for the benefit of all students, including those with special needs across a range of ability levels.				
<b>e.</b> Create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.				
<b>Comments:</b>				
	<b>B</b>	<b>PP</b>	<b>P</b>	<b>A</b>
<b>Planning and delivery of effective instruction that facilitates learning</b>				
<b>a.</b> Demonstrate knowledge of current developmental science, the ways in which learning takes place, and the appropriate levels of intellectual, social, and emotional development of students.				
<b>b.</b> Plan and deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills.				
<b>c.</b> Demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of students.				
<b>d.</b> Thoughtfully integrate and utilize appropriate available technology into instruction to maximize student learning.				
<b>e.</b> Establish and communicate high expectations for all students and plan instruction that helps students develop critical-thinking and problem solving skills.				
<b>f.</b> Provide students with opportunities to work in teams and develop leadership qualities.				
<b>g.</b> Communicate effectively, making learning objectives clear and providing appropriate models of language.				
<b>h.</b> Use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.				
<b>Comments:</b>				
<b>General comments (Strengths and Next Steps):</b>				

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Student Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date