

TEACHER AIDE EVALUATION

School of Education-Education 3520/Education 5520 MATC

(To be completed by University Supervisor and Cooperating Teacher)

Copies to: _____ Teacher Candidate file
 _____ Teacher Candidate

FOR OFFICE USE ONLY:

Reporting Index: Average Index _____
 Total all four categories and divide by total number of items checked (do not include NA's).

Name of Candidate _____ Grade/Subject _____

Date _____ School _____

University Supervisor _____ Cooperating Teacher _____

Attached: Day's Lesson Plan _____ Day's Handout Materials _____ Other: _____

The learning outcomes below are based on the conceptual framework for NPU. The conceptual framework includes: Competent, Respectful, Reflective and Serving. This framework also reflects the Illinois Professional Teaching Standards (IPTS.). For each outcome, use the following rubric to indicate the level at which the student is performing at this time. **Supervisors: If any outcome is not observable during the lesson, please verify its presence by talking with the cooperating teacher and candidate.**

NA – Not Applicable or Not Observed

- 1 – The teacher candidate's performance is unsatisfactory.
- 2 – The teacher candidate's performance demonstrates some progress, but requires improvement.
- 3 – The teacher candidate's performance demonstrates expectations for a student at this level.
- 4 – The teacher candidate's performance demonstrates very good progress for a student at this level.
- 5 – The teacher candidate's performance demonstrates excellent progress, consistently going beyond basic competencies.

Competent (IPTS: 1, 2, 3, 4, 5, 6, 7, 8, 10)	NA	1	2	3	4	5
A. Lesson Preparation						
1. Writes clearly stated outcome-based objectives aligned with the Illinois Learning Standards.						
2. Demonstrates knowledge of subject matter.						
3. Develops and uses lessons that incorporate prior learning.						
4. Identifies and designs instruction appropriate to students' stages of development.						
5. Uses appropriate learning resources.						
6. Adapts curriculum and instruction to special physical, social, cultural, and linguistic needs of individual students as appropriate.						
7. Includes a strategy for assessing each objective either during or after lesson.						
B. Lesson Presentation						
8. Uses teaching approaches that are sensitive to different learning and performance styles.						
9. Models appropriate listening and speaking skills when interacting with students.						
10. Strives to motivate students through engagement and active learning.						
11. Obtains student feedback during the lesson to assess understanding of stated objectives.						
12. Responds to discipline problems in an appropriate, professional manner.						
13. Manages student behavior with appropriate intervention techniques to create a positive and safe learning environment.						
C. Lesson Assessment						
14. Implements informal or formal assessment strategies during or after the lesson.						
Sub-Total						

Respectful (IPTS: 1, 2, 3, 4, 5, 6, 8, 9, 10 and 11)	NA	1	2	3	4	5
1. Demonstrates respect for the learning process by displaying high expectations in classroom learning goals, and well-prepared materials.						
2. Demonstrates professionalism by appropriate dress, conduct, regular attendance, punctuality, and appropriate communication with school personnel.						
3. Knows students' names and some distinguishing qualities about them, i.e., special needs, abilities, behavior patterns, etc.						
4. Identifies cultural and ethnic differences among students (such as historical background and social traditions) that might be appropriately incorporated into the curriculum.						
5. Listens to and implements suggestions from the cooperating teacher as appropriate.						
6. Cooperates with school officials regarding school rules and policies.						
Sub-Total						

Reflective (IPTS: 1, 2, 3, 4, 5, 6, 8, 10)	NA	1	2	3	4	5
1. Evaluates personal strengths and weaknesses after each lesson and indicates suggestions for how to improve their teaching and management style.						
2. Justifies appropriateness of printed teaching resources (textbooks, periodicals, etc.) and electronic teaching resources (videos, Internet, etc.) for lesson plans and student assistance.						
3. Identifies variations within areas of student development (cognitive, social, emotional, and physical) either in lesson plans, responses to students during lessons or after class.						
4. Assesses individual and group performance in order to design future instruction that meets learners' current needs.						
5. Determines to what extent cultural differences among their students impact or may impact the learning process and social environment within the classroom.						
Sub-Total						

Serving (IPTS: 1, 2, 3, 4, 5, 6, 8, 9, 10, and 11)	NA	1	2	3	4	5
1. Shows enthusiasm in working with students, staff, the cooperating teacher and parents (if applicable).						
2. Helps students as directed by cooperating teacher.						
3. Seeks opportunities to assist students, colleagues, and/or the community in a variety of ways without prompting from the cooperating teacher or supervisor.						
4. Shows commitment to the school community by attending at least one school in-service meeting, after school event, LSC meeting or co-curricular activity.						
Sub-Total						
Grand Total						

Reflective Comments: (Use Reverse side, if necessary, for all comments)

From the Cooperating Teacher:

From the Candidate:

Reflective Comments (Use reverse side, if necessary, for all comments)

From the Supervisor

Signature (University Supervisor/Cooperating Teacher)

Date

Student's Signature

Date

To Cooperating Teacher: Please return in the envelope provided. Thank you.