**University Supervisor Final Evaluation of Teacher Candidate**

[FLPT 485 – to be completed by the University Supervisor]

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student teaching semester\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Days absent: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Courses/levels taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Complete the grid below. Please add to the grid if there were additional observations of this candidate, and if so, the reason for the additional observation(s).

|  |  |  |  |
| --- | --- | --- | --- |
| Date of Observation | Grade Level | Lesson Topic | Persons attending post-observation conference |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*Observer: Please use the following key to rate the candidate teacher:*

**A**dvanced Performance – Candidate demonstrates exemplary achievement of objective.

**P**roficient Performance – Candidate demonstrates consistent achievements.

**E**merging Performance – Candidate demonstrates minimal progress toward objective.

**N/A**- No opportunity to observe or not applicable

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **N/A** | **Emerging** | **Proficient** | **Advanced** |
| **1. Candidate’s knowledge of subject matter** |  |  |  |  |
| As evidenced by: Demonstrates oral proficiency in the target language; Demonstrates written proficiency in the target language; Knows and understands the major principles and concepts of the material to be taught; Demonstrates knowledge of target cultures. | | | | |
| **COMMENTS:** | | | | |
| **2. Meeting the needs of diverse learners** |  |  |  |  |
| As evidenced by some of: Plans instructional activities which provide for individual differences; Adjusts teaching to the class’s needs; Uses appropriate instructional techniques; Presents material at a level appropriate to the needs, interests, abilities and backgrounds of students; Meets the needs of exceptional students. | | | | |
| **COMMENTS:** | | | | |
|  | **N/A** | **Emerging** | **Proficient** | **Advanced** |
| **3. Use of world language-specific teaching skills** |  |  |  |  |
| As evidenced by some of: Works toward 90% target language use; Simplifies speech to meet students’ level; Uses gestures, visuals, and cognates to facilitate comprehensibility; Provides input before expecting output; Chooses texts and materials that are easily comprehensible by students; Teaches heritage learners using higher level language arts techniques; Supports real communication (exchanging unknown information with students or between students); Checks for understanding throughout the lesson; Introduces students to cultural content. | | | | |
| **COMMENTS:** | | | | |
| **4. Creation of an effective learning environment** |  |  |  |  |
| As evidenced by some of: Maintains classroom routines and procedures; Manages transitions between activities; Outlines expectations for all students in a clear manner; Uses instructional time effectively, paces instructional activities appropriately, and maximizes students’ time on task; Motivates students; Maintains appropriate behavior standards for students in the learning environment; Encourages self-discipline; Promotes positive interpersonal relations based upon mutual respect; Creates positive learning environment; Fosters curiosity & intrinsic motivation; Demonstrates sensitivity to and for the needs and feelings of all students; Handles discipline fairly and consistently. | | | | |
| **COMMENTS:** | | | | |
| **5. Effective communication to foster inquiry & collaboration** |  |  |  |  |
| As evidenced by some of: Provides directions and explanation in a clear, coherent and logical manner. Provides opportunities for teacher to student/student to teacher communication in the target language; Provides opportunities for student to student communication in the target language; Establishes rapport and fosters positive reinforcement through verbal and non-verbal communication; Promotes students’ ability to communicate ideas and questions of concern to them; Speaks at an appropriate volume. | | | | |
| **COMMENTS:** | | | | |
|  | **N/A** | **Emerging** | **Proficient** | **Advanced** |
| **6. Lesson Planning** |  |  |  |  |
| As evidenced by some of: Writes measurable learning objectives, Identifies teaching methods that will be used in the lesson; Identifies paper and electronic resources that will be used during the lesson; Plans learning activities in a logical sequence which are flexible and developmentally appropriate; Plan provides for illustration, examples, and applications of the material; Plan includes additional or supplemental activities in order to ensure that students are on-task and actively engaged for the entire class period; Plans and materials are organized well; Plans creative lessons. | | | | |
| **COMMENTS:** | | | | |
| **7. Assessment of student learning to adjust teaching** |  |  |  |  |
| As evidenced by some of: Selects appropriate materials and procedures for assessing students’ progress according to stated objectives; Uses informal assessments at various times during the lesson in order to monitor students’ progress and effectiveness of instruction; Evaluates students on the basis of criteria that are aligned with instructional objectives; Analyzes assessment data to inform future instruction, using students’ strengths and weaknesses as a basis of expansion or remediation and plans future lessons accordingly. | | | | |
| **COMMENTS:** | | | | |
| **8. Reflection on planning and instruction** |  |  |  |  |
| As evidenced by: Makes plans to revise instruction on the basis of student comments, questions and performance, as evidenced by post-observation conference with University Supervisor; Demonstrates ability to reflect on teaching and student learning as evidenced by weekly reflections; Turns weekly reflections in on time. | | | | |
| **COMMENTS:** | | | | |
|  | | | | |
|  | **N/A** | **Emerging** | **Proficient** | **Advanced** |
| **9. Professional behavior** |  |  |  |  |
| As evidenced by some of: Communicates with University Supervisor and cooperating teacher promptly; Displays enthusiasm and appropriate “teacher” language; Provides neat and correct typed lesson plan; Provides University Supervisor with materials used during lesson; Responds positively to, and implements, suggestions made by cooperating teacher/supervisor. | | | | |
| **COMMENTS:** | | | | |

**SUMMARY STATEMENT:**

(Please address the candidate’s areas of strength and weakness, and the candidate’s potential as a practicing teacher)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **E** | **P** | **A** |
| **Overall evaluation of candidate** |  |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

NIU University Supervisor’s Signature (typed is acceptable) Date

**NOTE: The NIU University Supervisor will email a copy of this report to the Teacher Candidate, Cooperating Teacher, and the Assistant Director of Teacher Licensure within one week of the end of the candidate’s last day of student teaching.**