

## TEAM Formal Evaluation – Residency II

**Teacher Candidate Name:**

**Date:**

Clinical supervisors and mentor teachers will evaluate the teacher candidate a minimum of 2 times each. You will complete 2 formal evaluations (long lesson plan) using the TEAM Formal Evaluation. A total of **4** formal evaluations will be completed. Two formal evaluations by the clinical supervisor and 2 formal evaluations by the mentor teacher.

<b>PLANNING:</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Above Expectations</b>	<b>At Expectations</b>	<b>Below Expectations</b>
<b>Instructional Plans:</b>			
Goals are aligned to state content standards and activities, materials, and assessments build on prior student learning, cultural background, and proper sequencing			
Plan provides opportunities to accommodate individual student needs and was designed for the age, background knowledge, culture, and interests of most learners			
<b>Student Work:</b>			
Allows appropriate time intervals for student work, lesson, and closure			
Assignments engage students in higher level/critical thinking skills (students interpret information rather than reproduce it and draw conclusions and support them through illustrations, discussion, writing, and performance)			
<b>Assessment:</b>			
All assessments have clear measurement criteria and measure performance in more than two ways			
Formative assessments and written tasks are included as assessments			

Assessments are aligned to State/Common Core standards			
<b>INSTRUCTION:</b>			
<b>Standards and Objectives:</b>			
Objective(s) and standards as well as expectations for student performance are clear and communicated to students			
Teacher candidate relates objective(s) to prior knowledge and illustrates that a majority of the class has mastered the daily objective through a progression of mastery of the standard			
<b>Motivating Students/Presenting Instructional Content:</b>			
Content is personally meaningful and relevant to the students and inquiry, curiosity, and exploration are utilized			
Teacher candidate reinforces and rewards student effort			
Includes examples, illustrations, analogies and/or labels for new concepts/ideas and models to demonstrate performance expectations			
Logical sequencing and segmenting across the lesson and no irrelevant, confusing, or nonessential information is included.			
Feedback is high quality and focused and is done frequently throughout all parts of the lesson			
Teacher Candidate displays accurate content knowledge of what he/she teaches and implements subject-specific content strategies to enhance student content knowledge			
<b>Lesson Structure/Pacing:</b>			
Candidate circulates during instructional activities to support engagement and monitor student work			
Lesson starts promptly and has a coherent beginning, middle, and end			
Pacing is appropriate and varied when needed and all transitions are smooth with little lost time			
Materials are efficiently distributed			
<b>Activities/Materials:</b>			

Support the lesson's objectives and sustain students' attention			
Provide for student-to-student interaction			
Provide students with authentic choices and encourage student curiosity and are stimulating			
Incorporates technology and resources outside of the school's curriculum (e. g. teacher candidate made materials, manipulatives, resources from museums, etc.) when available			
Activities and materials add to the lesson in meaningful ways			
<b>Grouping Students/Teacher Candidate Knowledge of Students</b>			
Group adequately enhances student understanding and learning efficiency and group composition is varied (e. g. race/ethnicity, gender, ability, etc.)			
Most students know their roles/responsibilities and are held accountable for individual and/or group work			
Teacher candidate provides differentiated instructional strategies and displays understandings of student's anticipated learning difficulties to ensure students master the content taught			
Teacher candidate incorporates student interests and cultural heritage			
<b>Thinking/Questioning/Problem Solving</b>			
<p>Teacher candidate engages students in 1 or more of the following types of thinking:</p> <ul style="list-style-type: none"> <li>Analytical thinking: students analyze, compare and contrast and evaluate and explain information</li> <li>Practical Thinking: students use, apply, and implement what they learn in real-life scenarios</li> <li>Creative Thinking: students create, design, imagine, and suppose</li> </ul>			

<ul style="list-style-type: none"> <li>• Research-Based Thinking: students explore and review a variety of ideas, models, and solutions to problems</li> </ul>			
Teacher candidate provides opportunities to generate a variety of ideas and alternatives and provides opportunities to analyze problems from multiple perspectives and viewpoints.			
Questions are purposeful and coherent, varied and high quality providing a balanced mix of question types and require active responses (e. g. whole-class signaling, choral responses, or group and individual answers)			
Wait time is appropriate and teacher candidate calls on volunteers and non-volunteers			
The teacher candidate implements activities that teach at least 2 of the following problem-solving types (note the types): abstraction, categorization, drawing conclusions/justifying solution, predicting outcomes, observing and experimenting, improving solutions, identifying relevant/irrelevant information, generating ideas and creating and designing			
<b>ENVIRONMENT:</b>			
<b>Expectations:</b>			
Teacher candidate sets high expectations and creates learning opportunities where students can experience success and learn from their mistakes			
Students complete work according to teacher candidate's expectations			
<b>Managing Student Behavior:</b>			
Teacher candidate implements effective management strategies for learning and behavior (i.e., uses technique to call on students, states expectations for behavior and learning, uses positive praise, rewards positive behavior, uses signals, etc.)			

Students are well-behaved and on task with minor learning disruptions and teacher candidate stops the lesson as needed to address student behavior appropriately			
<b>Classroom Culture:</b>			
Teacher candidate-student interactions are friendly and caring and students exhibit respect for the teacher candidate and to each other			
Teacher candidate is receptive to interests and opinions of students			
<b>Collaboration:</b>			
Candidate incorporates all suggestions and critiques made in collaboration with their MT and CS regarding planning, teaching, and assessing students.			

**Total Points Earned: \_\_\_\_\_/Average of the 4 scores earned in SLL (2 MT scores and 2 CS scores)**

<b>Strengths:</b>	
<b>Areas for Continued Growth:</b>	
<b>Additional Comments:</b>	