

Name of Candidate: \_\_\_\_\_  
Name of Assessor: \_\_\_\_\_  
Subject Observed: \_\_\_\_\_  
Date: \_\_\_\_\_



# School of Education

Pre-Professional Semester  
Teaching Assessment Form

The following analytic scoring guide is used to observe candidates in the semester preceding the Professional Semester. The following scale is provided:

**4** excellent performance    **3** satisfactory performance    **2** improvement needed    **1** significant improvement needed    **0** Not Observed

## Standard 1: Candidate Demonstrates Knowledge of Content

\_\_\_\_\_ The candidate communicates accurate knowledge of content.

### Comments, Standard 1:

## Standard 2: Candidate Designs and Plans Instruction

- \_\_\_\_\_ The learning objectives are observable, measurable, and contextual.  
\_\_\_\_\_ The planned activities address individual student needs.  
\_\_\_\_\_ The assessment reflects effective connections to learning objectives.

### Comments, Standard 2:

## Standard 3: Candidate Creates Positive Classroom Climate

- \_\_\_\_\_ The candidate manages the environment and materials in an organized and safe manner.  
\_\_\_\_\_ The candidate uses appropriate language and voice.  
\_\_\_\_\_ The candidate provides a positive, supportive learning climate.  
Specific benchmarks include:
- reinforcing positive behavior
  - communicating high expectations
  - addressing inappropriate behavior
  - demonstrating value and respect for students
  - building rapport with students

### Comments, Standard 3:

Standard 4: Candidate Manages and Implements Instruction

- \_\_\_\_\_ The candidate effectively communicates lesson objectives.
- \_\_\_\_\_ The candidate promotes higher order thinking skills.
- \_\_\_\_\_ The candidate uses appropriate questioning strategies.
- \_\_\_\_\_ The candidate maintains appropriate pace and makes efficient use of instructional time.
- \_\_\_\_\_ The candidate engages students in lesson. Specific benchmarks include:
  - implementing thinking and problem solving tasks
  - utilizing real-life situations
  - managing discussions that are topic related and open-ended
  - maintaining attention of students

**Comments, Standard 4:**

Standard 5: Candidate Assesses and Analyzes Student Learning

- \_\_\_\_\_ The candidate outlines intended assessments in the lesson plan.
- \_\_\_\_\_ The candidate measures learning objectives. Examples of specific measures include:
  - rubrics or scoring guides
  - anecdotal notes
  - checklists
  - student work samples

**Comments, Standard 5:**

Standard 6: Candidate Demonstrates Implementation of Technology

- \_\_\_\_\_ The candidate uses the computer to do word processing, create databases, or make presentations.
- \_\_\_\_\_ The candidate requests and uses assistive and adaptive technology.

**Comments, Standard 6:**

Overall Summary of Observation: