Please evaluate this teacher candidate on the basis of his/her potential for teaching based on performance in your classroom using the following scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>3</td>
<td>Meets Expectations</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>1</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>0</td>
<td>Not Observed</td>
</tr>
</tbody>
</table>

I. Professional Demeanor

- Dresses professionally
- Attends as scheduled with clinical faculty (cooperating teacher) and is punctual

II. Knowledge of Rules and Procedures

- Reads and complies with rules of the faculty handbook

III. Responsiveness/Self-Improvement

- Reflects and critically discusses with clinical faculty the best practices related to teaching

IV. Parent/Guardian Relations

- Reflects and critically discusses with clinical faculty methods for communicating effectively with parents

V. Student Relations

- Demonstrates a belief that all students can learn
- Treats all students with respect

VI. Teaching Plans and Materials

- Reflects on, and critically discusses with clinical faculty activities that are appropriate to identified learning targets and learning needs of students
- Reflects on and critically discusses with clinical faculty lesson plan development

VII. Classroom Management

- Reflects on, and critically discusses with clinical faculty, how to establish academic and behavioral expectations at the beginning of each class
- Reflects on and critically discusses how clinical faculty reinforces appropriate student behavior

VIII. Classroom Instruction

- Reflects on, and critically discusses with clinical faculty use of research-based practices
- Reflects and critically discusses with clinical faculty, how to meet the needs of students from diverse backgrounds (i.e., special education, gifted, at-risk, minority, etc.)

IX. Assessment and Feedback

- Reflects and critically discusses with clinical faculty how to identify students’ strengths and needs
- Reflects on, and critically discusses with clinical faculty how to assist students in evaluating their own performance

Comments:

Signature of Clinical Faculty (Date)  Signature of Teacher Candidate (Date)

Copies to: Professor, Clinical Faculty, Candidate, and Teacher Education Services

TES/Forms/Foundations Observation Evaluation  REV. 6/06