

**Prairie View A&M University
Student Teaching/Internship and Field Experiences**

**PROFESSIONAL DEVELOPMENT AND APPRAISAL SYSTEM
(PDAS)**

University Supervisor/Cooperating Teacher Evaluation

Date: _____

Student Teacher/Intern: _____ District: _____ School: _____

Class: _____ Time: _____ University Supervisor: _____

Lesson: _____ Cooperating Teacher: _____

Check the appropriate number. 4=Excellent 3=Good 2=Fair 1=Poor N=Not Applicable	4	3	2	1
DOMAIN I: Active, Successful Student Participation in the Learning Process				
I-1. Students are actively engaged in learning.				
I-2. Students are successful in learning.				
I-3. Student behaviors indicate learning is at a high cognitive level (e.g., critical thinking, creative thinking, problem solving, etc.)				
I-4. Students are self-directed/self-initiated as appropriate to the lesson objectives.				
I-5. Students are connecting learning to work and life applications, both within the discipline and with other disciplines.				
DOMAIN II: Learner-Centered Instruction				
II-1. Objectives and goals include basic knowledge/skills and central themes/concepts of the discipline.				
II-2. Instructional content is learner-centered (e.g., relates to the interest and varied characteristics of students).				
II-3. Instructional strategies promote critical thinking and problem solving.				

II-4. Instructional strategies include motivational techniques to successfully and actively engage students in the learning process.				
II-5. Instructional strategies are aligned with the objectives, activities, student characteristics, prior learning, and work and life applications, both within the discipline and with other disciplines.				
II-6. The teacher varies activities appropriately and maintains appropriate pacing and sequencing of instruction.				
II-7. The teacher emphasizes the value and importance of the activity/content.				
II-8. The teacher uses appropriate questioning and inquiry techniques to challenge students.				
II-9. The teacher makes appropriate and effective use of available technology as a part of the instructional process.				
DOMAIN III: Evaluation and Feedback on Progress				
III-1. Academic progress of students is monitored and assessed.				
III-2. Assessment and feedback are aligned with goals and objectives and with instructional strategies.				
III-3. Assessment strategies are appropriate to the varied characteristics of students.				
III-4. All student learning is reinforced.				
III-5. All students receive specific constructive feedback.				
Check the appropriate number. 4=Excellent 3=Good 2=Fair 1=Poor N=Not Applicable	4	3	2	1
III-6. The teacher provides other opportunities for relearning and re-evaluation of material.				
DOMAIN IV: Management of Student Discipline, Instructional Strategies, Time and Materials				
IV-1. The teacher effectively implements the discipline-management procedures approved by the campus. Any lack of effective implementation is rare, inadvertent, and does not seriously compromise the needs of students or the effective operation of the classroom or campus.				
IV-2. The teacher establishes a classroom environment which promotes and encourages self-discipline and self-directed learning.				
IV-3. The teacher interacts with students in an equitable manner, including the fair application of rules.				
IV-4. The teacher specifies expectations for desired behavior.				
IV-5. The teacher intervenes and re-directs off-task, inappropriate/disruptive behavior.				
IV-6. The teacher reinforces desired behavior when appropriate.				
IV-7. The teacher uses instructional materials which are equitable and acknowledge the varied characteristics of all students.				

IV-8. The teacher effectively and efficiently manages time and materials.				
DOMAIN V: Professional Communication				
V-1. The teacher uses appropriate and accurate written communication with students.				
V-2. The teacher uses appropriate and accurate verbal and non-verbal communication with students.				
V-3. The teacher encourages and supports students who are reluctant and having difficulty.				
V-4. The teacher uses appropriate and accurate written communication with parents, staff, community members, and other professionals.				
V-5. The teacher uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members, and other professionals.				
V-6. The teacher's interactions are supportive, courteous, and respectful with students, parents, staff, community members, and other professionals.				
DOMAIN VI: Professional Development				
VI-1. The teacher successfully engages in professional development activities that positively correlate with the goals of the campus and district.				
Check the appropriate number. 4=Excellent 3=Good 2=Fair 1=Poor N=Not Applicable	4	3	2	1
VI-2. The Teacher successfully correlates the professional development activities with assigned subject matter content and the varied need of students.				
VI-3. The teacher successfully engages in professional development activities that positively correlate the prior performance appraisal.				
VI-4. The teacher works collaboratively and constructively with colleagues and other professionals toward the overall improvement of student performance.				
DOMAIN VII: Compliance with Policies, Operating Procedures, and Requirements				
VII-1. The teacher generally complies with all of the policies, operating procedures, and legal requirements (national, state, district and campus). Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.				
VII-2. The teacher generally complies with all of the verbal and written directives. Any lack of compliance is rare, inadvertent, and does not seriously compromise the needs of students or the effective operations of the campus/district.				

VII-3. Apart from classroom responsibilities, the teacher generally contributes to making the whole school safe and orderly, and a stimulating learning environment for all children.				
DOMAIN VIII. Improvement of Academic Excellence for All Students on the Campus				
VIII A-1. The teacher aligns instruction to include appropriate TAAS/TAKS-related objectives to support student achievement in all assigned classes.				
VIII A-2. The teacher analyzes TAAS/TAKS performance data relevant to all students in assigned classes prior to beginning instruction.				
VIII A-3. The teacher adjusts the sequencing of classroom instruction to appropriately incorporate TAAS/TAKS-related objectives.				
VIII A-4. The teacher selects/adapts instructional materials and activities which are correlated with appropriate TAAS/TAKS-related objectives.				
VIII A-5. The teacher provides feedback to all students regarding their learning progress on appropriate TAAS/TAKS-related objectives.				
VIII B-6. The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school district officials for students with serious attendance problems.				
VIII C-7. The teacher identifies and assesses the needs of at-risk students in assigned classes.				
VIII C-8. The teacher meets with students who are failing or in danger of failing and develops an appropriate plan for intervention.				
VIII C-9. The teacher modifies and adapts classroom materials and/or instruction for at-risk students.				
Check the appropriate number. 4=Excellent 3=Good 2=Fair 1=Poor N=Not Applicable	4	3	2	1
VIII D-10. The campus performance rating is comprised of three factors including (a) student performance on the Texas Assessment of Academic Skills (TAAS) or the Texas Assessment of Knowledge and Skills (TAKS), (b) student attendance, and (c) drop-out rates. All teachers make contributions toward this overall performance rating of the school, and, therefore this is included among the criteria for improved academic excellence.				

Signatures:	_____	REPORTING PERIOD Week (Circle One) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Written comments referenced to above ratings are attached. {} Yes {} No

	University Supervisor	
	Cooperating Teacher	

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