

Teacher Candidate: _____ University Evaluator: _____ Assignment/Grade: _____ / _____

School District: _____ Campus: _____ Cooperating Teacher: _____ Date: _____

PRAIRIE VIEW A&M UNIVERSITY
WITHLOWE R. GREEN COLLEGE OF EDUCATION
PEDAGOGY EVALUATION FORM

(Based on the Professional Development and Appraisal System)

Start Time _____

End Time _____

Total Minutes _____

__ Observation

__ Summative

Domain I: Active, Successful Student Participation in the Learning Process

Evaluation Criteria	Target	Acceptable	Un-acceptable
1. Engaged in learning	1. ____	1. ____	1. ____
2. Successful in learning	2. ____	2. ____	2. ____
3. Critical thinking/ problem solving	3. ____	3. ____	3. ____
4. Self-directed	4. ____	4. ____	4. ____
5. Connects learning	5. ____	5. ____	5. ____

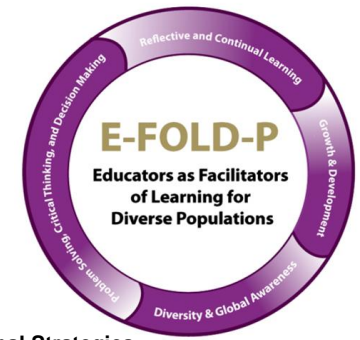
Domain II: Learner-Centered Instruction

Evaluation Criteria	Target	Acceptable	Un-acceptable
1. Goals and objectives	1. ____	1. ____	1. ____
2. Learner-centered	2. ____	2. ____	2. ____
3. Critical thinking and problem solving	3. ____	3. ____	3. ____
4. Motivational strategies	4. ____	4. ____	4. ____
5. Alignment	5. ____	5. ____	5. ____
6. Pacing/sequencing	6. ____	6. ____	6. ____
7. Value and importance	7. ____	7. ____	7. ____
8. Appropriate question- ing and inquiry	8. ____	8. ____	8. ____
9. Use of technology	9. ____	9. ____	9. ____

Strengths	Areas to Address

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PEDAGOGY EVALUATION FORM
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Domain III: Evaluation and Feedback on Student Progress

Evaluation Criteria	Target	Acceptable	Un-acceptable
1. Monitored and assessed	1. ____	1. ____	1. ____
2. Assessment and instruction are aligned	2. ____	2. ____	2. ____
3. Appropriate assessment	3. ____	3. ____	3. ____
4. Learning reinforced	4. ____	4. ____	4. ____
5. Constructive feedback	5. ____	5. ____	5. ____
6. Relearning and re-evaluation	6. ____	6. ____	6. ____

Strengths	Areas to Address

 Evaluator signature

 Teacher Candidate signature

Domain IV: Management of Student Discipline, Instructional Strategies, Time, and Materials

Evaluation Criteria	Target	Acceptable	Un-acceptable
1. Discipline procedures			
2. Self-discipline and self-directed learning	2. ____	2. ____	2. ____
3. Equitable teacher-student interaction	3. ____	3. ____	3. ____
4. Expectations for behavior	4. ____	4. ____	4. ____
5. Redirects disruptive behavior	5. ____	5. ____	5. ____
6. Reinforces desired behavior	6. ____	6. ____	6. ____
7. Equitable and varied characteristics	7. ____	7. ____	7. ____
8. Manages time and materials	8. ____	8. ____	8. ____

Strengths	Areas to Address