Lehman College: School of Education
Cooperating Teacher Feedback Form

COOPERATING TEACHER: CHECK ONE

___ Evaluation #1 (1st Placement or at midterm)
___ Evaluation #2 (2nd Placement or end of student teaching)

Student Teacher/Intern: _____ **Cooperating Teacher:** _____
School: _____ **Grade:** _____ **Observation Date:** _____
Principal: _____ **Lehman College Supervisor:** _____

		Domain 1: Planning & Preparation		
1	**1a: Demonstrating knowledge of Content & Pedagogy**	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.
		1 **Ineffective** / **2** **Ineffective +**	**3** **Developing** / **4** **Developing +**	**5** **Effective**
2	**1b: Demonstrating Knowledge of Students**	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
		1 **Ineffective** / **2** **Ineffective +**	**3** **Developing** / **4** **Developing +**	**5** **Effective**

3	1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students		Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.		Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**
4	1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.		Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.		Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**
	Domain 2: Classroom Environment					
5	2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.		Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.		Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**

6	2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.		The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.		The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**
7	2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.		Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.		There is little loss of instructional time due to effective classroom routines and procedures Q14. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful Q15. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**
8	2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.		Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.		Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**

Domain 3: Instruction				
9 **3a: Communicating with Students**	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.		The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.
	1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**
10 **3b: Questioning and Discussion**	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.		While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.
	1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**

#	Component			
11	**3c: Engaging Students in Learning**	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.
		1 **Ineffective** / **2** **Ineffective +**	**3** **Developing** / **4** **Developing +**	**5** **Effective**
12	**3d: Using Assessment In Instruction**	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.
		1 **Ineffective** / **2** **Ineffective +**	**3** **Developing** / **4** **Developing +**	**5** **Effective**

Domain 4: Professional Responsibilities

#	Component			
13	**4a: Reflecting on Teaching**	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.
		1 **Ineffective** / **2** **Ineffective +**	**3** **Developing** / **4** **Developing +**	**5** **Effective**

14	**4e: Growing and Developing Professionally**	Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.		Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.		Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**
	LEADERSHIP AND COLLABORATION *(Lehman STEF Items):*					
15	**Professional Behavior, Social Justice and Equity.**	Teacher Candidate's professional behavior is entirely inappropriate; comes late often; does not notify school and supervisors of absences; reluctantly accepts constructive criticism and recommendations; no attempt to implement suggestions.		Teacher Candidate shows professional behavior, is punctual; notifies school and supervisors of absences; accepts constructive criticism and recommendations; and attempts to implement suggestions.		Teacher Candidate **always** shows professional behavior, is punctual; notifies school and supervisors of absences; accepts constructive criticism and recommendations; and implements suggestions.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**
16	**Honesty, Integrity, and Confidentiality**	Displays dishonesty in interactions with colleagues, students, and the public, fails to maintain confidentiality at times.		Displays good standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public		Teacher Candidate can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**
17	**Hygiene/attire, and attitude.**	Teacher Candidate's hygiene/attire is highly inappropriate; teacher candidate has a negative attitude, reluctant at times		Teacher Candidate's hygiene/attire is most of the time appropriate; teacher displays some positive attitude taking leadership role with colleagues.		Teacher Candidate's hygiene/attire is always appropriate and professional; teacher always displays positive attitude taking leadership role with colleagues.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**

18	**Participation in school and district events and projects**	Teacher Candidate's participation in school events and school and district projects is limited or non-existent; Teacher Candidate avoids becoming involved in school events or school and district projects.	Teacher Candidate's efforts to participate in school events and school and district projects is genuine; Teacher candidate makes some contribution		Teacher Candidate volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**

TECHNOLOGY INTEGRATION *(Lehman STEF Items):*					
19	**Teacher candidate uses presentation tools or video to teach content and has a positive impact on student participation and learning (i.e., PowerPoint; Google slides, SlideShare, tutorials, flipped classroom; etc.)**	Technology was not used or was not appropriate, nor suitable to students' learning, and does not support the instructional outcomes or engage students in meaningful learning.	Technology used is not clearly aligned with learning objectives. There is little or no evidence that it can engage students in meaningful learning.	Technology used is appropriate, suitable to students' learning, and is aligned with learning objectives. Some evidence of how it engages engage students in meaningful learning is provided.	Technology used is appropriate, suitable to students' learning, and is aligned with learning objectives. Appropriate evidence of how it engages engage students in meaningful learning is provided.	Technology used is appropriate, highly suitable to students' learning, and is aligned with learning objectives. Strong evidence of how it engages engage students in meaningfullearning is provided.
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**
20	**Teacher candidate uses educational technology tools for formative, summative or self-assessment of PK – 12 student learning (i.e. online quiz tools, polling tools, Kahoot, Quizziz, computer-based**	Teacher does not monitor student learning; feedback is absent or of poor quality; students do not engage in self- or peer assessment	Teacher monitors the progress of the class as a whole through a single method but eliciting evidence of student understanding; feedback to students is vague and not oriented toward future	Teacher monitors the progress of groups of students, making limited use of diagnostic prompts to check evidence of learning; feedback includes specific and timely guidance, at least for groups of students; little or students engage in	Teacher monitors the progress of groups of students, making use of diagnostic prompts to check evidence of learning; feedback includes specific and timely guidance, at least for groups of students;	Teacher actively and systematically assesses individual students' understanding, monitors their progress each; High-quality accurate and specific feedback comes from many sources, including students.

testing, etc.) and/or data collection and analysis tools (Excel, Google Sheets, online surveys, Google Forms, Microsoft forms, charts, graphs, etc.)		improvement of work.	self-assessment.	some students engage in self-assessment.	
		1 **Ineffective**	**2** **Ineffective +**	**3** **Developing**	**4** **Developing +**	**5** **Effective**

COMMENTS *(Please share some written comments and/or examples):*