

STUDENT TEACHING MID-TERM EVALUATION



*Educational Leaders for
Constructive Social Change*

Teacher Candidate _____ Semester/Year _____

School _____ District _____ Grade/Subject _____

Cooperating Teacher _____ University Supervisor _____

Directions: This form is to provide information to the teacher candidate about developing competencies in planning, environment, instruction, and professionalism. It will be completed collaboratively by the cooperating teacher, university supervisor, and teacher candidate at the mid-point of the student teaching semester. This will become part of the candidate's official progress file.

- Unsatisfactory** (1) Does not meet expectations
- Competent** (3) Basic, acceptable level of performance
- Proficient** (5) High level of performance for novice teacher
- Not Applicable** (NA) Not enough information to evaluate; does not apply

Please circle the numbers that best describe the teacher candidate's performance in each criterion. **Then use these scores to determine the overall holistic rating for each area (planning, environment, instruction, professionalism).**

Planning	Unsat.		Competent		Proficient		NA	
1. Thoroughly understands content to be taught.	1	2	3	4	5	6	NA	
2. Knows how to present and organize content . . .	1	2	3	4	5	6	NA	
3. Understands student learning and development.	1	2	3	4	5	6	NA	
4. Attends to the cultural, social, institutional and personal factors . . .	1	2	3	4	5	6	NA	
5. Integrates curriculum in ways that enrich student learning.	1	2	3	4	5	6	NA	
OVERALL PLANNING RATING (PLEASE CIRCLE)	Unsat.		Competent		Proficient		NA	

Environment	Unsat.		Competent		Proficient		NA	
6. Creates caring, respectful, and supportive environments.	1	2	3	4	5	6	NA	
7. Manages classroom routines & physical environments.	1	2	3	4	5	6	NA	
8. Guides student towards self-regulation in positive ways.	1	2	3	4	5	6	NA	
OVERALL ENVIRONMENT RATING (PLEASE CIRCLE)	Unsat.		Competent		Proficient		NA	

Instruction	Unsat.		Competent		Proficient		NA	
9. Communicates clearly and effectively.	1	2	3	4	5	6	NA	
10. Facilitates high levels of productive student engagement.	1	2	3	4	5	6	NA	
11. Uses appropriate assessments to plan/adjust instruction.	1	2	3	4	5	6	NA	
12. Makes instruction meaningful for all students.	1	2	3	4	5	6	NA	
13. Develops students' creative and thinking abilities.	1	2	3	4	5	6	NA	
14. Displays appropriate, effective use of media & technology.	1	2	3	4	5	6	NA	
OVERALL INSTRUCTION RATING (PLEASE CIRCLE)	Unsat.		Competent		Proficient		NA	

Professionalism	Unsat.		Competent		Proficient		NA	
15. Reflects critically on teaching/learning.	1	2	3	4	5	6	NA	
16. Takes responsibility for professional growth.	1	2	3	4	5	6	NA	
17. Demonstrates high moral character and professionalism.	1	2	3	4	5	6	NA	
18. Advocates and collaborates to support teaching/learning.	1	2	3	4	5	6	NA	
OVERALL PROFESSIONALISM RATING (PLEASE CIRCLE)	Unsat.		Competent		Proficient		NA	

Complete Strengths / Goals section on the next page, sign and return to the University Supervisor.

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This form is to be completed jointly by the cooperating teacher, university supervisor and the teacher candidate when the student teaching experience reaches the halfway mark.

List below the strengths of the student teacher:

List below jointly defined goals to help the student teacher continue to develop to his/her full potential.

Participants (sign below):

Conference Location

Date

Teacher Candidate

Cooperating Teacher

University Supervisor