

FORM D – MID TERM ASSESSMENT

VALPARAISO UNIVERSITY

STUDENT TEACHING EVALUATION

EDUCATION DEPARTMENT

Midterm/Final (completed by cooperating teacher and university field instructor separately)

Student Teacher _____ Cooperating Teacher _____ University Field Instructor _____
 Semester (circle one): Fall Spring Year _____ Grade/Subject _____ Date _____ School Corp. _____

Coding Directions:

Strong (S) – student teacher has demonstrated a sound understanding and competence in this area and is capable of working independently on improving this skill. **Acceptable (A)**– student teacher has demonstrated satisfactory understanding and competence in this area and will improve with guidance from cooperating teacher and university field instructor. **Needs Development (ND)** – student teacher has not demonstrated satisfactory understanding and competence in this area and is in need of serious efforts by student teacher, cooperating teacher and university instructor to remedy this area of weakness. **Not Observed (NO)** – evaluator has not seen efforts and/or evidence in this area and is unaware of the level of understanding and/or competence the student teacher possesses. This lack of information should be discussed in a conference between student teacher, cooperating teacher and university field instructor. In general, notations of comments will be valuable.

MIDTERM: The midterm evaluation should be a *conservative* estimate of the student teacher’s progress and used as a basis for establishing a plan for improving skills during the remaining weeks of student teaching. The mid-term evaluation does not impact the student teacher’s final grade

FINAL: This evaluation **does** impact the student teacher’s grade. It is a summative evaluation based on the level of performance demonstrated by the student teacher at the end of the experience and should not refer to areas of difficulty that have been resolved. The final evaluation is a part of the student teacher’s permanent record.

INTASC CRITERIA		S	A	ND	NO	COMMENTS
1. Knowledge of subject matter	1	Understands the central concepts, tools of inquiry, and subject matter being taught.				
	2	Creates learning experiences that make subject matter meaningful to students.				
	3	Writes good lesson plans and effectively uses those lesson plans to capture key ideas and link them to students’ prior understandings.				
	4	Represents and uses differing viewpoints, theories, “ways of knowing” and methods of inquiry in the teaching of subject matter concepts.				
	5	Uses a curriculum that encourages students to see, question, and interpret ideas from diverse perspectives.				
	6	Creates interdisciplinary learning experiences that allow students to integrate the use of technology into the classroom.				

	INTASC CRITERIA (continued)		S	A	ND	NO	COMMENTS
2. Learning & human development	7	Understands how students learn and develop					
	8	Provides learning opportunities that support students' intellectual, social, and personal development.					
	9	Assesses individual and group performance in order to design instruction that meets learners' current needs in cognitive, social, emotional, moral, and physical domains.					
	10	Respects the diverse talents of all learners and creates instructional opportunities that are adapted to diverse learners.					
3. Adapting instruction to diversity of students	11	Understands how students differ in their approaches to learning and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.					
	12	Makes appropriate provisions (in terms of time, tasks assigned, communication, and response modes) for individual students who have particular learning differences or exceptional learning needs.					
	13	Creates a safe learning environment in which individual differences are respected and where students learn to respect and value each other.					
	14	Appreciates and values human diversity and shows respect for students' different talents, perspectives, and experiences.					
4. Variety of instructional strategies	15	Is aware of and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.					
	16	Exhibits appropriate pedagogical knowledge and methods while displaying initiative and creativity to make lessons relevant to students' needs					
	17	Presents lessons with relevant background information and in a clear, concise manner.					
	18	Makes smooth transitions between lessons and summarizes concepts at end of lessons.					
	19	Asks varying levels of questions and gives appropriate feedback to students.					

		INTASC CRITERIA (continued)	S	A	ND	NO	COMMENTS
5. Motivation & classroom management	20	Uses understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.					
	21	Creates and maintains a classroom climate that is physically safe for students and that is conducive to learning					
	22	Organizes, allocates, and manages the resources of time, physical facilities, activities, and attention to provide maximum achievement from students.					
	23	Maximizes the amount of class time spent in learning by creating high expectations and appropriate communication and behavior.					
	24	Helps the students to develop individual and group responsibility that creates a positive classroom climate of mutual respect, inquiry, and productive work.					
	25	Recognizes the need for intrinsic motivation in order to encourage life-long growth and learning.					
6. Communication skills	26	Uses knowledge of effective verbal, nonverbal, media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.					
	27	Models effective communication strategies in conveying ideas and information and in asking questions and knows how to ask questions and stimulate discussion.					
	28	Uses appropriate written and oral skills to communicate with students, parents and community.					
	29	Communicates in ways that demonstrate sensitivity to cultural and gender differences.					
	30	Knows how to use a variety of instructional tools, including current communication devices and technology to enrich learning opportunities.					
	31	Is a thoughtful, sensitive, and responsive listener.					

		INTASC CRITERIA (CONTINUED)	S	A	ND	NO	COMMENTS
7. Instructional planning skills	32	Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.					
	33	Selects and creates learning experiences that are appropriate for standards-based curriculum goals, relevant to learners, and based upon principles of effective instruction					
	34	Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners.					
	35	Creates short-range and long-range lesson plans that are linked to curriculum objectives and student needs.					
	36	Believes that lesson plans must always be open to adjustment and revision based on pupil needs and changing circumstances.					
8. Assessment	37	Understands and uses a variety of formal and informal assessments to evaluate performance of students and appropriateness of instructional techniques and lessons.					
	38	Designs multiple forms of appropriate and efficient assessment measures and tests					
	39	Maintains useful records of student work and performance and can communicate student progress to students, parents, and other colleagues.					
	40	Is committed to using assessment to identify pupil strengths and promote growth rather than to deny pupils access to learning opportunities.					
9. Commitment (reflection and responsibility)	41	Is a reflective practitioner who demonstrates evidence of professional growth.					
	42	Reveals a commitment to teaching and accepts and profits from suggestions for improvements.					
	43	Seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.					
	44	Assumes responsibility to meet the expectations of a professional teacher and is dependable in attendance and promptness.					
	45	Recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.					

		INTASC CRITERIA (continued)	S	A	ND	NO	COMMENTS
10. Relationships and partnerships	46	Develops cooperative partnerships with colleagues, parents, and community resources in support pupils' learning and well-being.					
	47	Attends and works with appropriate extra-curricular activities.					
	48	Establishes respectful and productive communication with parents and guardians from diverse home and community situations.					
	49	Talks with and listens to the pupil. Is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed.					
	50	Respects the privacy of pupils and the confidentiality of information.					

GENERAL COMMENTS:

SIGNED: _____

DATE: _____