

**Midterm and Final Assessment of Student Teaching**

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| **Teacher Candidate** | **UM ID#** | | **Semester** |
| **School/District** | | **Subject(s)/Grade Level(s)** | |
| **Completed by: Cooperating Teacher** | | **University Supervisor** | |

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| **Domain 1: Planning and Preparation** | | | | | | | | | | | | | | |
| **NA** | **Unsatisfactory** | **Basic** | | | **Proficient** | | | | | Distinguished \* | | | | |
|  | **1** | **2** | | | **3** | | | | | 4 | | | | |
| **Not Applicable or Not Observed** | **Teacher candidate’s plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.** | **Teacher candidate’s plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.** | | | **Teacher candidate’s plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.** | | | | | Teacher candidate’s plans are designed to engage students in significant learning. All aspects of the teacher’s plans—instructional outcomes, activities, materials, resources, and assessments—are in complete alignment and are adapted as needed for individual students.***\*Please use the rating of “distinguished” judiciously, as it is beyond the performance expected of a successful first year teacher.*** | | | | |
| **Directions: Please place a check in the column that indicates your assessment of the candidate’s performance level.** | | | | | | | | | | | | | | |
| **Components:** | | | **MIDTERM** | | | | | | **FINAL** | | | | | |
|  | | | **N/A** | **1** | | **2** | **3** | **4** |  | | **1** | **2** | **3** | **4** |
| **1a. Demonstrates knowledge of content and pedagogy.** | | |  |  | |  |  |  |  |  |  |  |
| **1b. Demonstrates knowledge of students.** | | |  |  | |  |  |  |  |  |  |  |
| **1c. Sets instructional outcomes.** | | |  |  | |  |  |  |  |  |  |  |
| **1d. Demonstrates knowledge of resources.** | | |  |  | |  |  |  |  |  |  |  |
| **1e. Designs coherent instruction.** | | |  |  | |  |  |  |  |  |  |  |
| **1f. Assesses student learning.** | | |  |  | |  |  |  |  |  |  |  |
| **Midterm Comments:**  Click here to enter text. | | | | | | | | | | | | | | |
| **Final Comments:**  Click here to enter text. | | | | | | | | | | | | | | |

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| **Domain 2: The Classroom Environment** | | | | | | | | | | | | | | |
| **NA** | **Unsatisfactory** | **Basic** | | | **Proficient** | | | | | Distinguished \* | | | | |
|  | **1** | **2** | | | **3** | | | | | 4 | | | | |
| **Not Applicable or Not Observed** | **Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.** | **Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.** | | | **Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.** | | | | | Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.  ***\*Please use the rating of “distinguished” judiciously, as it is beyond the performance expected of a successful first year teacher.*** | | | | |
| **Directions: Please place a check in the column that indicates your assessment of the candidate’s performance level.** | | | | | | | | | | | | | | |
| **Components:** | | | **MIDTERM** | | | | | | **FINAL** | | | | | |
|  | | | **N/A** | **1** | | **2** | **3** | **4** |  | | **1** | **2** | **3** | **4** |
| **2a. Creates an environment of respect and rapport.** | | |  |  | |  |  |  |  |  |  |  |
| **2b. Establishes a culture for learning.** | | |  |  | |  |  |  |  |  |  |  |
| **2c. Manages classroom procedures.** | | |  |  | |  |  |  |  |  |  |  |
| **2d. Manages student behavior.** | | |  |  | |  |  |  |  |  |  |  |
| **2e. Organizes physical space.** | | |  |  | |  |  |  |  |  |  |  |
| **Midterm Comments:**  Click here to enter text. | | | | | | | | | | | | | | |
| **Final Comments:**  Click here to enter text. | | | | | | | | | | | | | | |

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| **Domain 3: Instruction** | | | | | | | | | | | | | | |
| **NA** | **Unsatisfactory** | **Basic** | | | **Proficient** | | | | | Distinguished \* | | | | |
|  | **1** | **2** | | | **3** | | | | | 4 | | | | |
| **Not Applicable or Not Observed** | **Instruction is characterized by poor communication, low-level questions, little student engagement or participation, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.** | **Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher candidate displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to students’ interests and their success in learning.** | | | **All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher candidate and students make productive use of assessment. The candidate demonstrates flexibility in contributing to the success of the lesson and of each student.** | | | | | All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussions, active involvement in learning activities, and use of assessment information in their learning. The teacher candidate persists in the search for approaches to meet the needs of every student.  ***\*Please use the rating of “distinguished” judiciously, as it is beyond the performance expected of a successful first year teacher.*** | | | | |
| **Directions: Please place a check in the column that indicates your assessment of the candidate’s performance level.** | | | | | | | | | | | | | | |
| **Components:** | | | **MIDTERM** | | | | | | **FINAL** | | | | | |
|  | | | **N/A** | **1** | | **2** | **3** | **4** |  | | **1** | **2** | **3** | **4** |
| **3a. Communicates with students.** | | |  |  | |  |  |  |  |  |  |  |
| **3b. Uses questioning and discussion techniques.** | | |  |  | |  |  |  |  |  |  |  |
| **3c. Engages students in learning.** | | |  |  | |  |  |  |  |  |  |  |
| **3d. Uses assessments in instruction.** | | |  |  | |  |  |  |  |  |  |  |
| **3e. Demonstrates flexibility and responsiveness.** | | |  |  | |  |  |  |  |  |  |  |
| **Midterm Comments:**  Click here to enter text. | | | | | | | | | | | | | | |
| **Final Comments:**  Click here to enter text. | | | | | | | | | | | | | | |

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| **Domain 4: Professional Responsibilities** | | | | | | | | | | | | | | |
| **NA** | **Unsatisfactory** | **Basic** | | | **Proficient** | | | | | Distinguished \* | | | | |
|  | **1** | **2** | | | **3** | | | | | 4 | | | | |
| **Not Applicable or Not Observed** | **The teacher candidate demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.** | **The teacher candidate demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district** | | | **The teacher candidate demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.** | | | | | The teacher candidate’s ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record keeping and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record-keeping and family communication.  ***\*Please use the rating of “distinguished” judiciously, as it is beyond the performance expected of a successful first year teacher.*** | | | | |
| **Directions: Please place a check in the column that indicates your assessment of the candidate’s performance level.** | | | | | | | | | | | | | | |
| **Components:** | | | **MIDTERM** | | | | | | **FINAL** | | | | | |
|  | | | **N/A** | **1** | | **2** | **3** | **4** |  | | **1** | **2** | **3** | **4** |
| **4a. Reflects on teaching.** | | |  |  | |  |  |  |  |  |  |  |
| **4b. Maintains accurate records.** | | |  |  | |  |  |  |  |  |  |  |
| **4c. Communicates with families.** | | |  |  | |  |  |  |  |  |  |  |
| **4d. Participates in a professional community.** | | |  |  | |  |  |  |  |  |  |  |
| **4e. Grows and develops professionally.** | | |  |  | |  |  |  |  |  |  |  |
| **4f. Displays professionalism.** | | |  |  | |  |  |  |  |  |  |  |
| **Midterm Comments:**  Click here to enter text. | | | | | | | | | | | | | | |
| **Final Comments:**  Click here to enter text. | | | | | | | | | | | | | | |

**Please sign below to indicate that you have read and understand the assessment. This does not indicate agreement with the University Supervisor’s or Cooperating Teacher’s evaluation. Teacher candidates may add their comments in the box below the signatures, if desired.**

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|  | **Midterm**  **Date:** | **Final**  **Date:** |
| **Teacher Candidate Signature** |  |  |
| **Cooperating Teacher Signature**  **or**  **University Supervisor Signature** |  |  |

Teacher Candidate’s Comments:

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