

Student Teaching: MA Midterm and Final Evaluation

1. General Information

* Please check one

* Please enter the candidate's name (Last, First)

* Please enter your name (Last, First)

* Please select your role:

- University Supervisor/Site Supervisor
- Cooperating Teacher/Mentor Teacher
- Student
- Other (specify below)

Other role:

Semester

- Fall
- Spring

Year

- 2016
- 2017
- 2018

School (Student Teaching Site):

Grade:

2. Confirmation

Please confirm: you are filling out a [Q1] Teaching Evaluation for [Q2].

- This is correct.
- This is incorrect; I will return to the previous page to edit my answers.

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3. Candidate Professionalism

Please rate each behavior according to the frequency it was displayed by the candidate

	Never	Rarely	Sometimes	Often	Always
Acts and dresses according to the standard practices of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains regular and punctual attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows through on tasks and commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is courteous and respectful to all students and all school personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submits lesson plans for every lesson at least two days in advance of the teaching day, on a regular schedule that is explicitly agreed upon between Cooperating Teacher and PST/ST as well as between University Supervisor and PST/ST	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate behavior and professional demeanor in all situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

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4. Teaching Evaluation

The Multi-Age Student Teaching Evaluation serves as a summative assessment of candidates pursuing licensure. The standards and indicators included in the assessment are adopted from the National Standards for Initial Licensure (INTASC, JCU Conceptual Framework, Praxis III Domains). Please evaluate the candidate on each of the indicators using the following rubric:

Rubric:

DE - Distinctly Meets Expectation: candidate exhibits knowledge, skill or disposition with distinction

ME - Meets Expectation: candidate exhibits knowledge, skill or disposition consistently

PM - Partially Meets Expectation: candidate exhibits knowledge, skill or disposition inconsistently

NM: Expectations Not Met: candidate appears to lack knowledge, skill or disposition

Standard 1: UNDERSTANDING OF SUBJECT MATTER

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Demonstrates thorough content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates keen insights in central concepts, assumptions, competing perspectives and processes of inquiry associated with the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporates Ohio Content Area Standards into lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Standard 2: ORGANIZING CONTENT KNOWLEDGE FOR STUDENT LEARNING

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Connects current content with students' prior knowledge/skill and future content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anticipates and/or uncovers students' relevant conceptual frameworks and their misunderstandings and adapts planning and instruction in a responsive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans lessons that are responsive to individual students' interests, exceptionalities, learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates culturally responsive planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Structures lessons to encourage responsible student self-directed learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates knowledge across the disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Standard 3: CREATING AN ENVIRONMENT FOR STUDENT LEARNING

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Fosters a productive, caring classroom community that promotes mutual trust, fairness and respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates challenging, ambitious learning expectations to each student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays exemplary patience, encouragement and relentlessness in addressing the difficulties of struggling, underachieving students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages responsible students input/voice in various decisions and dynamics affecting the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes and sustains rapport with all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses conflict and disciplinary problems in a mature, constructive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes physical environment safe and conducive to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Clarifies in explicit and powerful ways the lesson's learning goals, their concrete relevance to students' lives, the instructional procedures and students' specific roles and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explains concepts well, using vivid verbal and visual representations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates productive discussions through the use of effective questioning strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages students in probing the central concepts, nuances, competing perspectives and real-world applications of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designs a creative variety of instructional strategies to engage students with content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducts a well-structured and executed class (i.e., informative, motivating introduction, well-paced activities with smooth transitions and organized materials that reach a compelling, identifiable closure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:



Standard 5: ASSESSING FOR STUDENT UNDERSTANDING AND LEARNING

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Designs assessments to determine current levels and forms of content understanding and misunderstanding students possess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses an ongoing variety of informal and formal assessment strategies to evaluate students engagement and achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains useful, accurate records of student performance and can share these data appropriately to others in the service of student development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides informative and timely feedback to students based on data gathered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses assessment data to adjust and improve instruction and informs students explicitly about this connection between assessment data and instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DE

ME

PM

NM

N/A

Designs critical authentic tasks which entail concrete, real-life, problem solving performances that assess students' resourceful integration of curricular goals

Articulates the connection between individual lessons and the critical authentic assessment task(s) designed or imagined for the curricular unit

Comments:

Standard 6: REFLECTING ON AND ADAPTING ONE'S TEACHING PERFORMANCE

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Describes accurately student involvement and class dynamics during lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solicits ongoing student feedback on the course experience in formal and informal ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describes the strengths and weaknesses of one's own teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulates pros and cons of alternative strategies and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds to constructive criticism from students, professional superiors, self and others in an open-minded, adaptive manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Standard 7: SUPPORTING STUDENTS BEYOND THE CLASSROOM

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Participates in collegial activities designed to make the entire school a productive learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shows sensitivity to clues of student distress, investigates situations and seeks outside help as needed and appropriate to remedy problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seeks to establish respectful, productive partnership relations with parents/guardians, colleagues, community members, and institutions in the interests of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acts as an advocate for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Standard 8: FULFILLING GENERAL PROFESSIONAL EXPECTATIONS

Indicator: In meeting this standard, the candidate -

	DE	ME	PM	NM	N/A
Uses professional English appropriately in written and oral expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains regular and punctual attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows through on tasks and commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfills expected codes of appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

OVERALL RATING:

Distinguished: The candidate has demonstrated an exemplary ability to meet the standards and has the potential to be an outstanding first year teacher.

Proficient: The candidate clearly understands the concepts underlying the standards and implements them well. The implementation is consistent and effective. The candidate demonstrates the likelihood of becoming an excellent teacher with more experience and mentoring.

Basic: The candidate appears to understand the concepts underlying the standards and attempts to implement their elements. Implementation is intermittent and/or not entirely successful. The candidate will need guidance and ongoing skill development to be a successful teacher.

Unsatisfactory: The candidate does not appear to understand the concepts underlying the standards. Work on the fundamental practices associated with the elements is required to enable growth in the area. Teacher licensure will not be granted at this level.

Using the scale provided, how would you assess this candidate's overall performance:

- Distinguished
- Proficient
- Basic
- Unsatisfactory

FINAL COMMENTS:

Name and Date: