

Student Teaching Midterm Evaluation

Name of Teacher Candidate _____

Subject/Grade Level _____ School _____

Please complete this form during the fifth week of student teaching. Check the boxes that most accurately describe the above candidate in relation to the Standards of Effective Practice for **beginning teachers** that are described on the back of this form. In the space provided, please comment on the candidate's current strengths and make specific suggestions for improvement as needed. This form is intended for early feedback and will be used for goal setting. It will **not** become part of the candidate's permanent file.

Unsatisfactory (does not meet standard)	Basic (meets standard at minimum level)	Proficient (meets and sometimes exceeds standard)	Distinguished (consistently exceeds the standard)
--	--	---	---

	Unsatisfactory (does not meet standard)	Basic (meets standard at minimum level)	Proficient (meets and sometimes exceeds standard)	Distinguished (consistently exceeds the standard)
Subject Matter				
Student Learning				
Diverse Learners				
Instructional Strategies				
Learning Environment/Classroom Management				
Communication				
Planning Instruction				
Assessment				
Reflection & Professional Development				
Collaboration, Ethics, & Relationships				

Comments:

Signature _____ Name _____
 Address _____ Professional Title _____
 _____ Date _____
 _____ Telephone _____

STANDARDS OF EFFECTIVE PRACTICE FOR LICENSING OF BEGINNING TEACHERS

1. **Subject Matter.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. **Student Learning.** The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. **Diverse Learners.** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.
4. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. **Learning Environment.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Communication.** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Planning Instruction.** The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. **Assessment.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. **Reflection and Professional Development.** The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professional in the learning community) and who actively seeks out opportunities to grow professionally.
10. **Collaboration, Ethics, and Relationships.** The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students' learning and well-being.