

Mid-Term Due: _____

Final Due: _____



The Teacher as Decision Maker

**STUDENT TEACHING
MID-TERM/FINAL EVALUATION FORM**

Student Teacher _____

Cooperating Teacher _____

School _____ Principal _____

Grade Level or Subject _____ Date of Evaluation _____

Inclusive dates of Student Teaching _____ to _____

Using the **Domain Indicators**, representative of the eight domains encompassing the Indiana Wesleyan University conceptual framework, The Teacher as Decision Maker, the **IPSB Content/Developmental Standards**, and the prescribed **Rating Scale**, indicate the level of performance in each domain in the provided rating box. Comments, per Domain, are encouraged. Lastly, complete the Summative Performance Evaluation Rubric. If possible, please share the summative evaluation with the student teacher.

<p><u>Rating Scale</u>, the pre-service teacher is: Outstanding - if all indicators met Competent - if most indicators met Emerging Competency - if few indicators met Needs Improvement - if no indicators met N/A = Not Observed or Not Applicable</p>

I. Content/Subject Matter				
<p>The candidate understands and demonstrates knowledge of content areas and instructional strategies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge of content being taught <input type="checkbox"/> Demonstrates knowledge of lesson plan design <input type="checkbox"/> Plan establishes clear objectives at correct level of difficulty <input type="checkbox"/> Plan includes: <ul style="list-style-type: none"> <input type="checkbox"/> Anticipatory Set <input type="checkbox"/> Purpose Statement <input type="checkbox"/> Questions at varying levels <input type="checkbox"/> Variety of activities/strategies which enhance objective <input type="checkbox"/> Participation of all students <input type="checkbox"/> Closure activities <input type="checkbox"/> Formative and summative evaluation <input type="checkbox"/> Management activities (including transition) <input type="checkbox"/> Cross-curriculum integration <input type="checkbox"/> Implementation of technology <input type="checkbox"/> Plans are linked and adapted to the needs and performance of all children in the group <input type="checkbox"/> Plans reflect knowledge of learning theory, pedagogy, information technology, subject matter, curriculum development, student development, and the community 		<p><i>Comments:</i></p>		
<input type="checkbox"/>	Outstanding	<input type="checkbox"/>	Competent	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>		Needs Improvement

II. Personal Development				
<p>The candidate demonstrates attitudes that are consistent with caring and moral and ethical behaviors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practices social amenities in an educational community <input type="checkbox"/> Respects the dignity of others <input type="checkbox"/> Demonstrates enthusiasm/energy/vitality/stamina <input type="checkbox"/> Demonstrates warmth and caring to all children (equity) <input type="checkbox"/> Demonstrates integrity in all situations <input type="checkbox"/> Projects a professional image in dress and manner 		<p><i>Comments:</i></p>		
<input type="checkbox"/>	Outstanding	<input type="checkbox"/>	Competent	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>		Needs Improvement

III. Professional Development				
<p>The candidate is accountable for his or her own life-long learning. The candidate demonstrates effective decision-making skills in the classroom.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifies teaching based on previous feedback <input type="checkbox"/> Maintains cooperative and effective relationships with cooperating teacher(s) and University supervisor(s) <input type="checkbox"/> Demonstrates participation in professional organizations and associations, and school related activities through reflective analysis journal <input type="checkbox"/> Remains current in the field of education; discusses and shares with colleagues information about current theories and philosophies and their practical applications <input type="checkbox"/> Accepts constructive criticism professionally <input type="checkbox"/> Self-evaluates teaching performance <input type="checkbox"/> Models the legal and ethical principles of the profession <input type="checkbox"/> Plans for continuing professional development using research and resources; keeps records of achievements 		<p><i>Comments:</i></p>		
<input type="checkbox"/>	Outstanding	<input type="checkbox"/>	Competent	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>		Needs Improvement

IV. Rights and Responsibilities				
<p>The candidate understands legal rights and responsibilities; demonstrates understanding professional, contractual, societal and administrative expectations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates punctuality and dependability in the professional community (i.e., pre-planned lesson/unit preparation, materials, attendance) <input type="checkbox"/> Demonstrates organizational skills <input type="checkbox"/> Demonstrates enthusiasm and initiative <input type="checkbox"/> Demonstrates confidentiality <input type="checkbox"/> Completes assigned duties in a professional manner <input type="checkbox"/> Solicits and uses information about children from appropriate individuals <input type="checkbox"/> Uses knowledge of laws and policies to advocate for children 		<p><i>Comments:</i></p>		
<input type="checkbox"/>	Outstanding	<input type="checkbox"/>	Competent	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>		Needs Improvement

V. Methodology

Implementation of lesson plan: The candidate demonstrates the ability to use a wide-range of instructional techniques and technology.

- Instructs to specific objective(s)
- Focuses students to task (anticipatory set)
- Establishes and states purpose
- Provides adequate, appropriate examples (modeling) which clarify text content
- Demonstrates use of questions at varying levels; dignifies/clarifies student responses
- Uses closure; provides summary at the end of lesson
- Selects model of instruction appropriate to objectives being taught
- Creates and modifies formative, summative, and performance-based assessments; establishes cycles of review, feedback and testing; uses assessment data to design and modify instruction
- Uses self-assessment activities to help children become aware of their strengths and to encourage them to set personal goals for learning
- Provides opportunities for feedback in a non-evaluative atmosphere
- Incorporates core knowledge into classroom experiences and activities; utilizes activities which support the objective(s)
- Involves all students in active learning
- Clarifies directions; checks for understanding (monitor and adjust)
- Uses practice appropriately
- Paces and balances lesson effectively; makes maximum use of time
- Implements activities which demonstrate cross-curricular integration
- Uses knowledge of how young children differ to create and modify environments and experiences to meet the individual needs of all children
- Sets goals and establishes assessments that support each child's development and motivates each student to achieve

Comments:

<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes that life events have a differential impact on the developmental levels of children; involves other professionals and takes appropriate action when necessary <input type="checkbox"/> Evaluates the curriculum and the learning environments to ensure quality experiences for all children <input type="checkbox"/> Modifies instructional practices based on classroom research and observations, and information solicited from appropriate persons <input type="checkbox"/> Supplements and enriches learning through sources outside the field of education <input type="checkbox"/> Applies historical, theoretical, and philosophical background knowledge, as well as contemporary research, to practice 	<p><i>Comments:</i></p>		
Outstanding	Competent	Emerging Competence	Needs Improvement

VI. Management of Time, Classroom and Behavior			
<p>The candidate utilizes classroom organizational strategies and management techniques.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizes materials: legible, accurate, neatly constructed, readily available <input type="checkbox"/> Utilizes management plan effectively, consistently <input type="checkbox"/> Sets and reinforces expectations; incorporates activities that help children develop the motivation to achieve <input type="checkbox"/> Maintains awareness of total class at all times <input type="checkbox"/> Keeps students on task and actively involved; implements effective classroom routines <input type="checkbox"/> Creates a safe and effective classroom learning environment that meets the needs of all children; reports suspected abuse of children <input type="checkbox"/> Inspires the excitement of learning; fosters risk-taking and collaboration <input type="checkbox"/> Recognizes and rewards appropriate behavior; deals with misbehavior appropriately <input type="checkbox"/> Organizes room for lesson effectiveness <input type="checkbox"/> Groups students to meet lesson objective; manages small and large groups effectively <input type="checkbox"/> Manages transitions effectively; maintains flexibility <input type="checkbox"/> Models self-control and positive social interaction and is proactive in promoting the same in the learning environment <input type="checkbox"/> Promotes strategies of conflict resolution 	<p><i>Comments:</i></p>		
Outstanding	Competent	Emerging Competence	Needs Improvement

VII. Communications				
<p>The candidate uses appropriate oral and written communication. Communicates well orally and in written form.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates clarity, neatness, legibility and accuracy in all written work (i.e., University, administration, colleagues, parents, children) <input type="checkbox"/> Uses developmentally appropriate vocabulary <input type="checkbox"/> Provides and models clear directions <input type="checkbox"/> Presents ideas and concepts in a variety of ways <input type="checkbox"/> Demonstrates effective verbal communication with cooperating teacher and University supervisor <input type="checkbox"/> Uses standard grammar <input type="checkbox"/> Speaks effectively (i.e., tone and volume) <input type="checkbox"/> Shows enthusiasm <input type="checkbox"/> Uses student ideas <input type="checkbox"/> Handles administrative and clerical interruption efficiently <input type="checkbox"/> Uses non-verbal rapport skills <input type="checkbox"/> Listens attentively <input type="checkbox"/> Maintains useful records of children's work; communicates effectively with parents and other professionals; maintains confidentiality <input type="checkbox"/> Advocates for appropriate, safe, healthy environments for all children and their families 		<p><i>Comments:</i></p>		
Outstanding	Competent	Emerging Competence	Needs Improvement	

VIII. Global/Multicultural Perspectives				
<p>Diversity: The candidate appreciates diversity in terms of exceptionalities, global, and ethnic differences.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates use of multicultural concepts/materials in lesson design <input type="checkbox"/> Demonstrates awareness of race and ethnic issues affecting instruction <input type="checkbox"/> Demonstrates understanding of gender issues <input type="checkbox"/> Plans for students with diverse needs; modifies classroom experiences to meet the needs of all children; incorporates instructional and assistive technologies to meet the needs of all children <input type="checkbox"/> Accommodates family work schedules and other unique characteristics <input type="checkbox"/> Links families to community resources <input type="checkbox"/> Demonstrates the ability to involve families in a number of family education experiences (e.g. classes, workshops, conferences, etc.); involves families in assessing and planning for their children <input type="checkbox"/> Communicates meaningful purposes for the curriculum 		<p><i>Comments:</i></p>		
Outstanding	Competent	Emerging Competence	Needs Improvement	

Culminating Comments:

STATEMENT OF RECOMMENDATION

Note: Although evaluation is a necessary responsibility shared by the cooperating teacher(s) and the University supervisor(s), the cooperating teacher will not be asked to assign the final grade. That responsibility resides with the University supervisor(s).

Revised 4/2004

**STUDENT TEACHER
SUMMATIVE
PERFORMANCE EVALUATION RUBRIC**

Please Check One of the Following:

OUTSTANDING: _____

The **outstanding** student teacher consistently demonstrates creative, effective, efficient and reflective practices in lesson preparation and presentation. **He/she exceeds the expectations of the cooperating teacher and the University supervisor.** All written/oral work is of superb quality. The ability to relate to the entire teaching/learning community is excellent. The **outstanding** student teacher consistently makes effective teaching decisions. He/she demonstrates professional maturity in all areas of the teaching profession. The **outstanding** student teacher is highly recommended for state licensure.

COMPETENT: _____

The **competent** student teacher demonstrates effective, efficient and reflective practices in lesson preparation and presentation. **He/she consistently meets the expectations of the cooperating teacher and the University supervisor.** All written/oral work meets University and cooperating school standards. The **competent** student teacher relates well to all members of the teaching/learning community. The **competent** student teacher demonstrates professional maturity and good decision-making skills. The **competent** student teacher is recommended for state licensure.

EMERGING COMPETENCY: _____

The student teacher demonstrating **emerging competency** exhibits promise of becoming an effective, efficient and reflective teacher if provided regular and systematic supervision during the first year(s) of teaching. The student teacher, with consistent assistance provided by the cooperating teacher and University supervisor, demonstrates professional growth. The student teacher desires to improve in all areas of the teaching profession. The student teacher continues to improve in making effective instructional decisions. Most oral/written work is acceptable. The student teacher demonstrating **emerging competency** is recommended, with reservation, for state licensure.

NEEDS IMPROVEMENT: _____

The student teacher **needing improvement** demonstrates a limited attainment of the skills necessary to become an effective, efficient and reflective teacher. Decisions regarding the teaching process are weak. He/She demonstrates marginal and/or no improvement in areas targeted by the cooperating teacher and University supervisor. All written/oral work is haphazardly completed. The student teacher **needing improvement** does not demonstrate the effort/skills required to become an effective teacher.

*The student teacher **needing improvement** is not recommended for state certification; however, the student teacher may request to repeat the student teaching experiences.

UNSATISFACTORY: _____

The student teacher demonstrating **unsatisfactory** progress in the student teaching experience exhibits no significant evidence of becoming an effective, efficient and reflective teacher. Indiana Wesleyan University and state standards were not attained. The student teacher demonstrating **unsatisfactory** progress in the student teaching experience is not recommended for state licensure and may not repeat the student teaching experience.

Cooperating Teacher Signature

Date

Student Teacher's Response:

I have reviewed and discussed this observation record with my evaluator. My signature does not necessarily mean that I agree with the comments.

Student Teacher Signature

(Revised 4/2004)