**Teacher Assisting/Student Teaching/Practicum**

 **Midterm Evaluation Form**

Teacher Candidate: Field Coordinator:

School: Grade:

Cooperating Teacher:

Please complete this midterm evaluation form. The practices listed below are taken from the InTASC Standards that our candidates are striving to meet. For each practice, select the appropriate rating and provide evidence or comments clarifying your rating. In the event you did not see evidence of an element, select “N/A” to represent, *Not Applicable* or *Not Observed.* Please print two copies, review the ratings with your teacher candidate, and provide the candidate with the two signed copies. Thank you so much for completing this work for our candidates.

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| **Evaluated Elements of Practice****The following elements are subcomponents of the InTASC standards.** | **Rating:****Proficient, Developing, Unsatisfactory,** **Not Applicable** | **Evidence and/or Comments** |
| **Learners and Learning: InTASC Standards 1, 2, 3****The Candidate:** |
| Creates and delivers developmentally appropriate single lessons and sequences of lessons. | **P D US N/A** |  |
| Checks student understanding during and at the conclusion of lessons and adjusts instruction accordingly. | **P D US N/A** |  |
| Coordinates and adapts instruction smoothly and in a timely manner. | **P D US N/A** |  |
| Designs, adapts, and delivers instruction to meet diverse student needs. | **P D US N/A** |  |
| Collaborates with learners, families, communities, and colleagues to promote learner growth and development. | **P D US N/A** |  |
| Collaborates with learners and others to promote positive classroom management. | **P D US N/A** |  |
| Establishes and maintains organizational norms and routines that help to actively and equitably engage students.  | **P D US N/A** |  |
| Collaborates with learners to adjust the learning environment as needed. | **P D US N/A** |  |
| **Content Knowledge and Application: InTASC Standards 4, 5** |
| Uses multiple representations for explaining and modeling content, practices, and strategies in order to guide learner achievement. | **P D US N/A** |  |
| Engages students in learning experience that encourage leaners to question, analyze, and understand information from diverse perspectives. | **P D US N/A** |  |
| Stimulates learners’ reflection on prior knowledge, connection to familiar topics, and connects to learners’ experiences.  | **P D US N/A** |  |
| Engages learners in applying knowledge to real world problems using interdisciplinary themes. | **P D US N/A** |  |
| Engages learners in questioning and challenging assumptions and approaches in order to foster problem solving in local and global contexts.  | **P D US N/A** |  |
| Engages learners in generating and evaluating new ideas. | **P D US N/A** |  |
| **Instructional Practices: InTASC Standards 6, 7, 8** |
| Balances use of summative and formative assessment. | **P D US N/A** |  |
| Engages learners in multiple ways of demonstrating knowledge and skills. | **P D US N/A** |  |
| Interprets the results of multiple and appropriate types of assessment data to identify student learning needs and differentiate instruction. | **P D US N/A** |  |
| Individually and collaboratively selects and creates appropriate learning experiences.  | **P D US N/A** |  |
| Plans how to achieve each student’s learning goals. | **P D US N/A** |  |
| Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest. | **P D US N/A** |  |
| Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to learner needs. | **P D US N/A** |  |
| Engages all learners in developing higher order questioning skills and metacognitive processes. | **P D US N/A** |  |
| Uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes. | **P D US N/A** |  |
| **Professional Responsibility: InTASC Standards 9, 10** |
| Engages in ongoing professional learning opportunities. | **P D US N/A** |  |
| Engages in meaningful and appropriate professional learning experiences aligned with needs of learners, school system, and self. | **P D US N/A** |  |
| Independently and in collaboration with colleagues uses a variety of data to analyze instruction for the purpose of improving it.  | **P D US N/A** |  |
| Takes an appropriately active and productive role on the instructional team. | **P D US N/A** |  |
| Works collaboratively and participates in ongoing communication with learners and families. | **P D US N/A** |  |
| Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice. | **P D US N/A** |  |

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| **Additional Midterm Comments:**  |

**Cooperating Teacher’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher Candidate’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_**