

**St. Cloud State University
Elementary Education Program
Midterm (End of Block 3) Assessment of Student Teaching**

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Student _____ Subject or _____
Grade Levels Taught _____

Sem./Year _____ School _____ District _____

The evaluation is an assessment of this beginning teacher's competencies demonstrated at the end of the first semester (Block 3) of student teaching.

Standard 1: Subject Matter	Projects a strong conceptual background, builds connections finds information, integrates multiple perspectives.	Projects an adequate background and understanding.	Displays a weak background and/or disinterested attitude.

Standard 2: Student Learning	Provides opportunities for students to think, apply information and skills, make connections and create meaning.	Transfers information adequately provides few opportunities for students to think, apply information and skills, make connections and create meaning.	Transfers information inadequately provides few opportunities for students to think, apply information and create meaning.

Standard 3: Diverse Learners	Consistently strives to create instructional opportunities that accommodate learners with diverse cultural backgrounds, varied learning styles and exceptionality in learning.	Occasionally creates instructional opportunities that accommodate learners with diverse cultural backgrounds, varied learning styles, and exceptionality in learning.	Makes little effort to accommodate diversity in learners.

Standard 4: Instructional	Understands and strives to consistently use a variety of Instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Understands and occasionally uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	Uses a limited variety of instructional strategies.

Standard 5: Learning	Consistently creates a learning environment that encourages self-discipline, self-motivation, positive social interaction and active engagement in learning.	Creates a learning environment that occasionally promotes self-discipline, self-motivation, positive social interaction and active engagement in learning.	Fails to create a learning environment that promotes self-discipline, self-motivation, positive social interaction and active engagement in learning.

Name _____ Signed _____ Date _____
Cooperating Teacher or University Supervisor

Standard 6: Communication	Demonstrates effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.	Conveys ideas reasonable well, provides some opportunities for student interaction.	Communicates in a confusion Simplistic, or inarticulate manner, provides minimal social interaction.

Standard 7: Planning	Consistently plans instruction based upon knowledge of subject matter, students, the community and curriculum goals	Occasionally plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.	Minimally plans instruction based upon knowledge of subject matter, Students, the community and goals.

Standard 8: Assessment	Consistently uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.	Occasionally uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and development of the student.	Minimally uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.

Standard 9: Reflection & Professional Development	Consistently demonstrates reflective practice to evaluate the effects of his/her choices and actions on others.	Occasionally demonstrates reflective practice to evaluate the effects of his/her choices and actions on others.	Fails to demonstrate reflective practice to evaluate the effects Of his/her choices and actions on Others.

Standard 10: Partnerships	Consistently fosters relationships with school colleagues, parents/guardians and larger community to support students' learning and wellbeing.	Cooperates with school colleagues and fulfills requirements.	Demonstrates minimal concern for cooperation, inadequately fulfills requirements.

Professional Dispositions:	Teacher candidate models professional behaviors and attitudes consistent with that of a high quality teacher including: Demonstrates enthusiasm, reliability, flexibility, Accepts responsibilities assigned, Carries out assignments independently, Demonstrates initiative, Focuses attention on students and instruction, Is sensitive and responsive to the needs of students and staff, Dresses appropriately, Demonstrates mature, respectful and appropriately friendly behaviors and mannerisms, Works collaboratively, Exercises sound professional judgment		
	High Performance		Low Performance

Narrative Comments: In the space below please provide a narrative description of the teacher candidate's strengths and weaknesses as observed in the first half of this professional year.

Name _____ Signed _____ Date _____
Cooperating Teacher or University Supervisor