

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

Criterion	Performance Rating			Score
	High Performance	3	Low Performance	
Standard 1: Subject Matter	5 Projects a strong conceptual background, builds connections, finds information, integrates multiple perspectives.	3 Projects an adequate background and understanding.	1 Displays a weak background and/or a disinterested attitude.	
Standard 2: Student Learning	5 Provides opportunities for students to think, apply information and skills, make connection and create meaning.	3 Transfers information adequately/provides few opportunities for student to think, apply information and skills, make connections and create meaning.	1 Transfer information inadequately / provides few opportunities for student to think, apply information and skills, make connection and create meaning.	
Standard	5	3	1	

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 Strategies

5
Understands and strives to consistently use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

3
Understands and occasionally uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

1
Uses a limited variety of instructional strategies.

Standard 5: Learning Environment

5
Consistently creates a learning environment that encourages self-discipline, self-motivation, positive social interaction, and active engagement in learning.

3
Creates a learning environment that occasionally promotes self-discipline, self-motivation, positive social interaction, and active engagement in learning.

1
Fails to create a learning environment that promotes self-discipline, self-motivation, positive social interaction, and active engagement in learning.

Standard 6: Communication	5 Demonstrates effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	3 Conveys ideas reasonably well, provides some opportunities for student interaction.	1 Communicates in a confusing simplistic, or inarticulate manner, provides minimal social interaction.
Standard 7: Planning Instruction	5 Consistently plans instruction based upon knowledge of subject, matter, student the community, and curriculum goals.	3 Occasionally plans instruction based upon knowledge of subject matter ,students, the community, and curriculum goals.	1 Minimally plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
Standard 8: Assessment	5 Consistently uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.	3 Occasionally uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and development of the student.	1 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	5 Consistently demonstrates	3 Occasionally	1 Fails to demonstrate

Development	reflective practice to evaluate the effects of his/her choices and actions on others.	demonstrates reflective practice to evaluate the effects of his/her choices and actions on others.	reflective practice to evaluate the effects of his/her choices and actions on others.
Standard 10: Partnerships	5 Consistently fosters relationships with school colleagues, parents/guardians, and larger community to support students' learning and well-being.	3 Cooperates with school colleagues and fulfills requirements.	1 Demonstrates minimal concern for cooperation, inadequately fulfills requirements.

Total Score

Professional Teacher candidate models professional behaviors and attitudes consistent with that of a high quality teacher

Criterion

Performance Rating

High Performance	3	Low Performance	Score
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Dispositions: including: Demonstrates enthusiasm, reliability, flexibility, Accepts responsibilities assigned, Carries out assignments independently, Demonstrates initiative, Focuses attention on student and instruction, Is sensitive and responsive to the needs of Student and staff, Dresses appropriately, Demonstrates mature, respectful and appropriately friendly behaviors and mannerisms, Works collaboratively, Exercises sound professional judgement.

5	3	1	
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Total Score