

# Midterm Multi-Subject Student Teacher Evaluation Form

Q1

University of San Diego  
School of Leadership and Education Sciences

## Midterm Multiple Subject Student Teacher Evaluation Form

Q2

### Demographic Information

Student First Name:

Student Last Name:

Supervisor/Cooperating Teacher First Name:

Supervisor/ Cooperating Teacher Last Name:

Site:

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This is a midterm Review form. Do not use it for Final Evaluations.

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Please indicate your position:

- Supervisor  
 Cooperating Teacher

Q3

Term

- Fall  
 Spring  
 Summer

Q4

Year

2010 ▾

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The purpose of this evaluation is to assist the student teacher in making personal adaptations to the role of the teacher; in developing the ability to plan for, guide, and evaluate learning experiences; in understanding the opportunities and responsibilities of the profession; and in evaluating the degree to which the competence and Teaching Performance Expectations of the California Commission on Teacher Credentialing have been met. At the end of the survey, you will be provided a summary page you can print for your records and to share with your student.

Please note: You may use the link provided to you multiple times. If you do not complete the survey and close your browser, it will save your work and you will come back to the last page you were on. Only, after you have submitted the survey will you be able to start a new form.

Q6

## Teaching Performance Expectations

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### A. Making Subject Matter Comprehensible to Students

Q7

#### Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
Evidence is missing.  <b>OR</b>  The candidate's demonstration is not related to the TPE.	The candidate demonstrates the key elements of the TPE. The candidate's actions are grounded in limited knowledge, and provide little or no link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates the ability to strictly apply the TPE in course assignments or in actual classroom situations. The candidate's actions are grounded in partially examined knowledge, and provide surface-level understanding of the link between the evidence and the intent of the TPE in helping all students learn.	The candidate demonstrates well-reasoned and flexible use of the TPE in working with students. The candidate's actions are grounded in clear disciplinary knowledge, and provide in-depth identification of the link between the evidence and the intent of the TPE in helping all students learn.

Q10

### TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

The candidate demonstrates the ability to teach the academic content for science.

The candidate demonstrates the ability to teach the academic content for reading language arts.

The candidate demonstrates the ability to teach the academic content for mathematics.

The candidate demonstrates the ability to teach the academic content for history/social studies.

Q11

#### Comments Section A:

Q12

### B. Accessing Student Learning

Q13

**Rubric for Evaluation**

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**TPE 2: Monitoring Student Learning During Instruction**

The candidate uses progress monitoring at key points during instruction.

The candidate paces instruction and re-teaches based on evidence gathered during monitoring.



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**TPE 3: Interpretation and Use of Assessments**

The candidate uses informal and formal assessments to determine students' progress and plan instruction.

The candidate familiarizes the students with the format of standardized tests, appropriately administers standardized tests, and accurately interprets results in order to develop and modify instruction.



Q16

**Comments Section B:**

Q17

**C. Engaging and Supporting Students in Learning**

Q18

**Rubric for Evaluation**

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Q19

**TPE 4: Making Content Accessible**

The candidate incorporates specific strategies, activities, procedures, and experiences that address content standards in order to provide a balanced and comprehensive curriculum.

The candidate uses instructional materials to reinforce content standards and prioritizes and sequences essential skills in a logical manner.

The candidate varies instructional strategies according to purpose and lesson content.

The candidate explains content clearly and reinforces content in multiple ways.

The candidate provides students with opportunities to practice and apply content.

The candidate teaches students to understand academic language and read and comprehend subject-matter content.

The candidate encourages student creativity and imagination.

The candidate models active listening.

The candidate balances instruction by adjusting lesson designs relative to students' current level of achievement and takes additional steps to foster access and comprehension for all learners.

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**Comments Section C-Part 1:**

Q21

**C. Engaging and Supporting Students in Learning (Cont.)**

Q22

**Rubric for Evaluation**

<b>Unsatisfactory -- 1</b>	<b>Beginning -- 2</b>	<b>Developing -- 3</b>	<b>Apprentice -- 4</b>
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**TPE 5: Student Engagement**

The candidate clearly communicates instructional objectives to students.

The candidate monitors for engagement of students and uses strategies to re-engage when necessary.

The candidate makes learning relevant to the students and encourages students to share and examine points of view.

The candidate uses appropriate questioning strategies and teaches students to respond and to frame meaningful questions.

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### TPE 6: Developing Appropriate Teaching Practices

The candidate utilizes instructional strategies that are appropriate to the age level and specific needs of the students.

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### TPE 7: Teaching English Learners

The candidate knows and applies theories, principles, and instructional practices for comprehensive instruction of English learners.

The candidate knows and applies theories, principles, and instructional practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum.

The candidate understands how cognitive, pedagogical, and individual factors affect students' language acquisition and takes these factors into account in planning lessons for English language development and for academic content.

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#### Comments Section C-Part 2:

Q27

### D. Planning Instruction and Designing Learning Experiences for Students

Q28

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## TPE 8: Learning about Students

The candidate draws upon patterns of child and adolescent development to understand his/her students.

The candidate paces instruction and re-teaches based on evidence gathered during monitoring.

The candidate learns about each student through interpersonal interactions.

The candidate identifies students needing specialized instruction using assessment data, classroom observation, reflection, and consultation.

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## TPE 9: Instructional Planning

The candidate plans comprehensive instruction in accordance with content standards.

The candidate establishes clear short-term and long-term goals for student learning.

The candidate sequences instruction appropriately.

The candidate plans lessons that match instructional strategies to content.

The candidate plans to meet the varied needs of all students.

The candidate plans appropriate use of support personnel.

Q30

### Comments Section D:

Q32

## E. Creating and Maintaining Effective Environments for Student Learning

Q33

### Rubric for Evaluation

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**TPE 10: Instructional Time**

The candidate allocates instructional time to maximize student achievement.

The candidate establishes procedures for routine tasks and manages transitions to maximize instructional time.

**Q35**

**TPE 11: Social Environment**

The candidate develops and maintains clear expectations for academic and social behavior.

The candidate promotes student effort and engagement and creates a positive climate for learning.

The candidate knows how to establish rapport with all students and their families.

The candidate helps students learn to work responsibly with others and independently.

**Q36**

**Comments Section E:**

**Q37**

**F. Developing as a Professional Educator**

**Q38**

**Rubric for Evaluation**

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**Q39**

**TPE 12: Professional, Legal, and Ethical Obligations - Community and Service: Ethics, Values, and Diversity.**

The candidate demonstrates a willingness to collaborate with peers and members of the educational community.

The candidate demonstrates an appreciation for and willingness to form partnerships with parents/guardians and community agencies that serve children and youth.

The candidate demonstrates a respect for the value of diversity in a democratic society.

The candidate demonstrates a commitment to high professional and ethical standards.

  

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**TPE 13: Professional Growth - Academic Excellence, Critical Inquiry, and Reflection.**

The candidate demonstrates a belief that all individuals can learn and succeed.

The candidate demonstrates a commitment to reflection and critical inquiry.

Q42

**USD TPE: Incorporating Technology**

The candidate demonstrates basic technology literacy and uses multimedia and technologies within lessons that support and enhance student learning.

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**Comments Section F:**

Q43

**Please comment on the overall performance of this candidate teacher using criteria listed above plus any additional criteria observed during the semester.**

Q44

**Final Comments:**

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**Midterm Multiple Subject Student Teacher Evaluation Form**

This is the final summary page for Student: [\\${q://QID2/ChoiceTextEntryValue/1}](#) [\\${q://QID2/ChoiceTextEntryValue/2}](#).

Site: [\\${q://QID2/ChoiceTextEntryValue/7}](#)

Term: [\\${q://QID3/ChoiceGroup/SelectedChoices}](#) Year: [\\${q://QID4/ChoiceGroup/SelectedChoices}](#)

As evaluated by: [\\${q://QID2/ChoiceTextEntryValue/3}](#) [\\${q://QID2/ChoiceTextEntryValue/4}](#)

**Please review your choices. This is your last chance to go back and make changes. After reviewing your choices, print this page out for your records and for the candidate's records. After you have printed this information please press next to finally submit your evaluation. The**