

Midterm Single-Subject Student Teacher Evaluation Form

Q1

University of San Diego
School of Leadership and Education Sciences

Midterm Single 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:

Q49

This is a Midterm Review form. Do not use for the Final Evaluation.

Q48

Please indicate your position:

- Supervisor
 Cooperating Teacher

Q3

Term

- Fall
 Spring
 Summer

Q4

Year

2010 ▾

Q5

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

Q8

A. Making Subject Matter Comprehensible to Students

Q7

Rubric for Evaluation

Unsatisfactory -- 1	Beginning -- 2	Developing -- 3	Apprentice -- 4
Evidence is missing. OR 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 her/his subject area.



Q11

Comments Section A:

Q12

B. Accessing Student Learning

Q13

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The candidate's demonstration is not related to the TPE.	knowledge, and provide little or no link between the evidence and the intent of the TPE in helping all students learn.	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.	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
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Q14

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.

Q15

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

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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

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Q23

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.

Q25

TPE 6: Developing Appropriate Teaching Practices

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

Q26

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.

Q24

Comments Section C-Part 2:

Q27

D. Planning Instruction and Designing Learning Experiences for Students

Q28

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Q29

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.

Q31

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

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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

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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.

Q40

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.

Q41

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:

Q46

Midterm Single Subject Student Teacher Evaluation Form

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

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

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

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

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 evaluation will not be submitted until you click next. You will not be able to go back and change your answers after that.

The questions below were scored by this rubric:

[\\${q://QID13/QuestionText}](#)