

**Indiana University - Purdue University Fort Wayne  
Cooperating Teacher**

**Student Teaching Midterm Evaluation**

[www.ipfw.edu/educ/students/student/forms.shtml](http://www.ipfw.edu/educ/students/student/forms.shtml)



Student Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_

**Rubric Levels Defined:**

**Distinguished (4)** - The student teacher has demonstrated an exemplary ability to create a community of learners that has students highly motivated and engaged and assuming considerable responsibility for their own learning.

**Proficient (3)** - The student teacher clearly understands the INTASC Standards and implements them well. This implementation is consistent and effective.

**Basic (2)** - The student teacher appears to understand the underlying INTASC Standards and attempts to implement them. Implementation is intermittent and/or not entirely successful. Additional reading, observation, and experience (particularly supported by a mentor) may enable the teacher to become proficient in this area.

**Unsatisfactory (1)** - The student teacher does not appear to understand the concepts underlying the INTASC Standard. Needs work on the fundamental practices associated with the INTASC Standard to enable growth in this area.

**Student teachers performing at the Proficient or Distinguished levels should be considered STRONG CANDIDATES for teaching position!**

Each Rubric Level must have a number entered. You may include half points (.5) in your Rubric Level if needed (ex: 1.5, 2.5, 3.5).

This reflects the **OVERALL** Score for that Standard.

**\*\*In addition, for each Standard please place an X by any Evidence Observed.\*\***

It is not necessary to have all items x-ed to obtain a Distinguished (4) or Proficient (3) level, because other behaviors reflecting the standard may be observed. These additional behaviors can be noted in the comments section along with other comments.

Rubric Levels: 4 = Distinguished 3 = Proficient 2 = Basic 1 = Unsatisfactory

|   |          |  |
|---|----------|--|
| <b>Standard 1 Knowledge of Subject: Evidence Observed</b>   | <b>X</b> | <b>Rubric Level (1-4) =</b> <input type="text"/> |
| Demonstrates knowledge of subject matter  |          | <b>Other Evidence/Comments:</b>                  |
| Makes connections between content, other disciplines, and everyday life   |          |  |
| Asks questions that cause learners to compare, interpret, analyze, synthesize   |          |  |
| Uses differing viewpoints on the subject matter when teaching   |          |  |
| <b>Standard 2 Learning and Human Development: Evidence Observed</b>   | <b>X</b> | <b>Rubric Level (1-4) =</b> <input type="text"/> |
| Addresses physical, social, emotional, and/or moral development in instruction  |          | <b>Other Evidence/Comments:</b>                  |
| Uses instructional strategies to promote students' construction of knowledge at their developmental levels  |          |  |
| Plans instruction based on students' thinking and experiences, gathered through whole group discussions, small group interactions, or writing samples |          |  |
| <b>Standard 3 Adapting Instruction: Evidence Observed</b>   | <b>X</b> | <b>Rubric Level (1-4) =</b> <input type="text"/> |
| Uses students' strengths as bases for growth & their errors as opportunities for learning   |          | <b>Other Evidence/Comments:</b>                  |
| Identifies students' different approaches to learning & designs responsive instruction  |          |  |
| Uses knowledge regarding students' areas of exceptionality to inform instruction  |          |  |
| Creates a learning community that respects and values individual, cultural, and socio-economic differences  |          |  |

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|  |          |  |
|--|----------|--|
| <b>Standard 4 Instructional Strategies: Evidence Observed</b>  | <b>X</b> | <b>Rubric Level (1-4) =</b> <input type="text"/> |
| Selects appropriate instructional strategies to stimulate cognitive processes (e.g., critical thinking, problem posing, problem solving) |          | <b>Other Evidence/Comments:</b>                  |
| Engages students in active learning  |          |  |
| Encourages alternative explanations to further students' understanding   |          |  |
| Presents diverse perspectives to foster critical thinking  |          |  |
| Assists students in assuming responsibility for their own learning   |          |  |
| Adjusts instructional strategies in response to learner feedback during the lesson   |          |  |
| <b>Standard 5 Motivation and Learning Environment: Evidence Observed</b>   | <b>X</b> | <b>Rubric Level (1-4) =</b> <input type="text"/> |
| Uses knowledge of human motivation to organize individual and/or group work  |          | <b>Other Evidence/Comments:</b>                  |
| Creates meaningful learning activates to engage learners   |          |  |
| Organizes the lesson to help students work productively & cooperatively with each other  |          |  |
| Provides opportunities for students to make decisions  |          |  |
| Encourages students to assume responsibility for themselves and one another  |          |  |
| Teaches and manages the classroom democratically   |          |  |
| <b>Standard 6 Communication Skills: Evidence Observed</b>  | <b>X</b> | <b>Rubric Level (1-4) =</b> <input type="text"/> |
| Encourages many modes of communication in the classroom  |          | <b>Other Evidence/Comments:</b>                  |
| Asks open-ended questions to stimulate active inquiry, divergent thinking, &/or curiosity  |          |  |
| Encourages students to ask and answer questions posed by one another   |          |  |
| Uses media communication tools to promote active inquiry and/or collaboration  |          |  |
| Models conventional use of language when speaking and writing, as well as good listening skills  |          |  |
|  |          |  |
| <b>Standard 7 Planning Instruction: Evidence Observed</b>  | <b>X</b> | <b>Rubric Level (1-4) =</b> <input type="text"/> |
| Plans instruction based on knowledge of subject matter, curriculum, and students   |          | <b>Other Evidence/Comments:</b>                  |
| Creates learning experiences appropriate for curriculum goals  |          |  |
| Designs learning experiences relevant and meaningful to all students; respects diverse cultures and exceptionalities                     |          |  |
| Considers contextual variables (e.g., instructional materials, community values and resources, technology) when planning instruction     |          |  |
|  |          |  |
| <b>Standard 8 Assessment: Evidence Observed</b>  | <b>X</b> | <b>Rubric Level (1-4) =</b> <input type="text"/> |
| Uses assessment strategies that are appropriate for the learning and development outcomes being evaluated                                |          | <b>Other Evidence/Comments:</b>                  |
| Gathers formal and informal data (e.g., specific observations, questioning, and/or student work) continually                             |          |  |
| Changes teaching direction during lesson based on students' responses  |          |  |
| Practices on-going self-assessment of teaching practices and of relationships with students, other educators, and parents                |          |  |

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|   |          |  |
|---|----------|--|
| <b>Standard 9 Reflection and Professional Growth: Evidence Observed</b>   | <b>X</b> | <b>Rubric Level (1-4) =</b> <input type="text"/> |
| Inquires into the impact of educational decisions or practices on others, such as students, family members, other professionals at the placement site |          | <b>Other Evidence/Comments:</b>                  |
| Uses data (formal and informal) and research to help evaluate teaching practices and student learning   |          |  |
| Collaborates with colleagues to problem solve and seek/give feedback  |          |  |
| Reflects daily on all aspects of the teaching & learning process and adapts instructional strategies appropriately                                    |          |  |
| <b>Standard 10 Relationship with School and Community: Evidence Observed</b>  | <b>X</b> | <b>Rubric Level (1-4) =</b> <input type="text"/> |
| Partners with other professionals (e.g., cooperating teacher, university supervisor) to improve the learning environment for students                 |          | <b>Other Evidence/Comments:</b>                  |
| Consults with other adults (within and beyond the school) regarding the education and well-being of students  |          |  |
| Makes appropriate links with community agencies to promote student learning   |          |  |
| Relates positively to school policies, colleagues, parents, and community   |          |  |

**1) Student Teacher Reflections:**

- a) What were the strong points of your experience?
- b) How do you know that you have met your teaching objectives for this experience?
- c) How could/did you assess student learning in this experience?
- d) What might you do differently in completing this experience again?

**2) Cooperating Teacher Comments:**

**3) Student Teacher Reflection on Critique of Evaluator:**

Student Teacher: \_\_\_\_\_  
(Signature)

Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_  
(Signature)

Date: \_\_\_\_\_

Student Teaching Office (White)

Student Copy (Yellow)

Cooperating Teacher (Pink)

9/2/2008

