

CENTRAL MICHIGAN UNIVERSITY
Student Teaching Mid-Term Evaluation

Student _____ SSN# _____

University Coordinator _____ Date _____

CONCEPT AND KNOWLEDGE-DRIVEN PRACTICES	
<i>Subject Matter Objective:</i> Demonstrate the integration of central concepts, principles, and processes of inquiry and structures of the discipline.	
1. Knowledge of content and technology appropriate for the content areas	
2. Ability to identify central concepts, principles, processes, and structures of the discipline	
3. Ability to present subject matter to others in effective concrete and conceptual terms	
<i>Pedagogy/Technology Objective:</i> Design and implement instruction that demonstrates central concepts, principles, and processes of inquiry and structures of discipline using various technologies.	
4. Ability to identify, explain, and apply new methods and strategies in teaching and in other professional roles	
5. Ability to design learning based on identified central concepts, principles, processes, and structures of the discipline	
6. Ability to integrate a variety of instructional technologies and strategies appropriate for the depth of learning (analytical thinking, critical thinking, evaluative thinking, intuitive thinking, and divergent thinking) and type of content (cognitive, psychomotor, affective).	
7. Ability to use a variety of effective instructional skills	
<i>Professionalism Objective:</i> Demonstrate competencies in the professional role(s) in which they plan to practice.	
8. Knowledge of common information, concepts, principles, and perspectives needed to be a professional educator	
9. Commitment to the educational process	
10. Openness to the evaluative comments of others	
11. Disposition of a mature and rational professional educator	
<i>Assessment Objective:</i> Evaluate the central concepts, principles, and processes of inquiry and structures of the discipline that actually occur as a result of instructional efforts.	
12. Ability to assess the extent students meet target learning outcomes	
13. Ability to identify individual differences in the context of learning subject matter	
14. Effective application of assessment tools and techniques	

LEARNER-CENTERED PRACTICES	
<i>Subject Matter Objective:</i> Demonstrate an understanding of individual differences in learning abilities and needs.	
15. Ability to design lessons in the content areas reflective of state and national curriculum standards	
16. Knowledge of cognitive, social and environmental factors that affect individual student's engagement in the learning process	
17. Ability to diagnose the individual needs of the learner and groups of learners	
<i>Pedagogy/Technology Objective:</i> Plan, structure, and implement instruction using various technologies that reflect an understanding of the cognitive, affective, and physical needs and characteristics of each learner.	
18. Ability to apply principles of human development and learning to lesson design and implementation	
19. Ability to implement and modify instructional strategies and use of technologies that meet the needs of a wide range of individual differences in learning abilities and needs	
20. Acceptance and use of student ideas and questions	
21. Ability to incorporate alternate points of view, opinions, and beliefs in instruction	
22. Ability to identify, encourage, and develop responsibility and leadership abilities in students	
23. Ability to guide students to demonstrate learning by using appropriate technologies and methods of instruction	

KEY: S = Satisfactory I = Improving N.I. = Needs Improvement N.O. = Not Observed

<u>Professionalism Objective:</u> Demonstrate the understanding that those who teach must be committed to learning from and with their students and colleagues.	
24. Attitudes of acceptance and respect for individual differences	
25. Positive, ethical, responsible, and collegial interactions with students, colleagues, and other educators	
<u>Assessment Objective:</u> Assess the relationship between instruction and student learning and adopt assessment practices that result in meaningful feedback and student accountability for learning.	
26. Application of principles of human development and learning in the assessment of instruction and learning	
27. Ability to record assessments of student learning using multiple performance measures	
28. Use of assessment records of student learning using multiple performance measures to show the impact of instruction over time	
29. Use of assessment records to make instructional decisions to reflect on those decisions and to make changes that help students meet target outcomes	

REFLECTIVE PRACTICE IN DIVERSE ROLES AND SETTINGS	
<u>Subject Matter Objective:</u> Demonstrate understanding of reflective practices and diverse roles of an educator.	
30. Respect for the rights and responsibilities of individuals in a free society	
31. Ability to share ideas and provide support for other learners	
32. Ability to carry out the diverse roles of educators	
33. Openness to, and an appreciation for, a wide variety of perspectives and ideas	
<u>Pedagogy/Technology Objective:</u> Develop positive school climates that reflect openness, mutual respect, support, and encourage inquiry by using various technologies	
34. Ability to plan instruction reflective of student needs	
35. Ability to plan and implement instruction that is free of bias and stereotypes	
36. Ability to plan and implement cooperative learning strategies	
<u>Professionalism Objective:</u> Contribute to the good of the profession and engage in other roles related to education	
37. Ability to reflect on the multiple roles of an educator through journals, portfolios, and other professional records	
38. Ability to use inquiry strategies to expand knowledge and understanding of educational research findings and their applications	
39. Behaviors, attitudes and activities congruent with the expectations of students as members of a community of learners	
40. Professional behaviors and attitudes appropriate for the profession	
41. Self-identity as an educator that leads to participation and leadership in professional activities	
42. Communication and collaboration with PK-12 students, colleagues, parents, agencies, and the larger community	
<u>Assessment Objective:</u> Demonstrate that curriculum and assessment are inter-related and that assessment must inform curricula and instructional decision-making, if the learner is to be successful	
43. Knowledge of a variety of assessment strategies and tools and the ability to assess student progress in appropriate ways	
44. Ability to use assessment records to reflect upon the effectiveness of instruction and to plan future instruction based upon students' progress	
45. Ability to use assessment records to reflect upon the effectiveness of courses and programs; and to modify courses and programs based upon students' progress	

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TEACHING POTENTIAL

(Student teacher and cooperating teacher should fill in ALL the statements below. Both people should have completed their forms before discussing them. Nothing should appear on the FINAL EVALUATION that has not been seen or discussed previously—preferably in writing.) This form is for internal communication only and should not be placed in any official files.

1. This student teacher's greatest strengths at this time are:

2. Areas of suggested growth for this student teacher between now and the end of the placement are:

At this time the student teacher's potential to become an effective teacher appears to be:

High _____ *Low*

Cooperating Teacher only:

Are there any concerns that this student teacher might not be recommended for credit for student teaching?

_____ *Yes* _____ *No*

Signature of the person completing this form

Date