**SUNY Oswego Curriculum & Instruction Department**

**Mid-Placement Student Teaching Evaluation Form**

Student Teacher: Date:

Cooperating Teacher: School:

Student Teaching Supervisor: Semester: Quarter:

At this midpoint in student teaching, it is important to know how you judge the student teacher’s performances and dispositions so far. Use the rating scale below to provide formative feedback on the indicated criteria and offer comments where appropriate. When complete, share this evaluation with the student teacher and give a copy of the form to the Student Teaching Supervisor.

**3 - Consistently:** The student teacher demonstrates the disposition or performance in a consistent and on-going manner.

**2 - Generally:** The student teacher demonstrates the disposition or performance in general but not always.

**1 - Occasionally:** The student teacher demonstrates the disposition or performance on occasion or is just beginning to do so.

**0 - Not Evident:** The student teacher has not demonstrated the disposition or performance.

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| **The student teacher actively seeks to learn about:** | Circle the selected rating. |
| 1. …the school and community and their characteristics and priorities. | 3 2 1 0 |
| 1. …the curriculum. | 3 2 1 0 |
| 1. …school and classroom practices, routines, and procedures. | 3 2 1 0 |
| 1. …the students and their individual needs. | 3 2 1 0 |
| 1. …resources available to support teaching and student learning. | 3 2 1 0 |
| 1. …people and services available to support teaching and student learning. | 3 2 1 0 |
| Comments: | |

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| **The student teacher’s lesson planning and preparation:** | Circle the selected rating. |
| 1. …are done in advance and with sufficient time for review and feedback. | 3 2 1 0 |
| 1. …are thorough. | 3 2 1 0 |
| 1. …are appropriate for promoting student learning of the curriculum and standards. | 3 2 1 0 |
| 1. …are appropriate for the students and their learning needs. | 3 2 1 0 |
| 1. …incorporate feedback and show continuous growth. | 3 2 1 0 |
| Comments: | |

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| **The student teacher’s instruction:** | Circle the selected rating. |
| 1. …is accurate. | 3 2 1 0 |
| 1. …is well communicated. | 3 2 1 0 |
| 1. …actively engages all students. | 3 2 1 0 |
| 1. …incorporates a range of appropriate and multimodal learning strategies and resources. | 3 2 1 0 |
| 1. …is well-managed. | 3 2 1 0 |
| Comments: | |

Continue onto reverse side of this sheet.

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| **The student teacher’s assessment of student learning:** | Circle the selected rating. |
| 1. …is accurate. | 3 2 1 0 |
| 1. …is on-going. | 3 2 1 0 |
| 1. …is appropriate for the learning objectives and the students. | 3 2 1 0 |
| 1. …is done using a variety of approaches. | 3 2 1 0 |
| 1. …incorporates meaningful feedback. | 3 2 1 0 |
| Comments: | |

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| **The student teacher demonstrates professional behaviors through:** | Circle the selected rating. |
| 1. …communication and personal interactions with cooperating teacher and other adults. | 3 2 1 0 |
| 1. …communication and personal interactions with students. | 3 2 1 0 |
| 1. …attendance and punctuality. | 3 2 1 0 |
| 1. …judicious use of time during the school day. | 3 2 1 0 |
| 1. …organization. | 3 2 1 0 |
| 1. …accuracy and completeness of record-keeping. | 3 2 1 0 |
| 1. …appropriate use of technology during the school day (e.g., cell phone use). | 3 2 1 0 |
| 1. …active and on-going reflection on feedback and teaching/learning outcomes. | 3 2 1 0 |
| 1. …commitment to professional learning. | 3 2 1 0 |
| Comments: | |

Additional Comments:

Cooperating Teacher’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Teacher’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_