



College of Education  
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## Mid-Term Evaluation of Student Teaching

Student \_\_\_\_\_ (Last name) \_\_\_\_\_ (First name) \_\_\_\_\_ (Middle Initial)

Student Placement \_\_\_\_\_  
Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

\_\_\_\_\_ School \_\_\_\_\_ School District

Circle one: Primary Elementary Middle School High School

University Supervisor \_\_\_\_\_

Date of Evaluation \_\_\_\_\_ with Cooperating Teacher(s) \_\_\_\_\_

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This Mid-term Evaluation of Student Teaching provides a **formative** evaluation of the students performance based on the teaching competencies required by the Oregon Teacher Standards and Practices Commission (TSPC) to obtain an Initial Teaching License.

**Directions:** Review the performance information for this student collected on Form C during previous observations. For each Domain (I-V) consider the illustrative indicators/examples listed and assign a holistic rating of **1** to **4** (see rating scale) to summarize the student's performance in each Domain. Clarify and explain your rating with specific comments relating to the Domain. Since this is a formative evaluation providing opportunity for improvement, please include explicit recommendations regarding the student's performance in the Comments and Recommendations portion of the form.

- Rating Scale:**
- 4 - Good
  - 3 - Satisfactory
  - 2 - Needs Improvement
  - 1 - Unsatisfactory
  - N - No basis for judgment

**Domain I: *Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level and demonstrate they are able to:***

- a) Select or write learning goals for units of instruction that are consistent with the school's long-term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;
- b) Determine the current performance level of the students with respect to learning goals established for a unit of instruction;
- c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and evaluating the progress of the students toward the attainment of unit goals;
- d) Determine content, skills, and processes that assist students to accomplish desired outcomes and design learning activities that lead to their mastery;
- e) Select and organize materials, equipment and technologies needed to teach a unit instruction
- f) Design and adapt unit and lesson plans for exceptional learners including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds; and
- g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving

| <b>Domain I Rating</b>  | <b>Comments and Recommendations</b> |
|---|-------------------------------------|
| <p><b>4 - Good</b><br/> <b>3 – Satisfactory</b><br/> <b>2 – Improvement needed</b><br/> <b>1 – Unsatisfactory</b><br/> <b>N – No basis for judgment</b></p> <p><b>Rating:</b> <input style="width: 40px; height: 20px;" type="text"/></p> |                                     |

**Domain II: *Candidates establish a classroom climate conducive to learning and demonstrate they are able to:***

- a) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners
- b) Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;
- c) Employ equitable practices that are just and that support a least restrictive environment for all students;
- d) Model and reinforce classroom social behavior that supports student learning and development;
- e) Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;
- f) Monitor student conduct, and take appropriate action when misbehavior occurs;
- g) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;
- h) Use classroom time effectively to provide maximum time for learning;
- i) Manage instructional transitions decisively and without loss of instructional time;
- j) Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and
- k) Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.

| <b>Domain II Rating</b>   | <b>Comments and Recommendations</b> |
|---|-------------------------------------|
| <p><b>4 - Good</b><br/> <b>3 – Satisfactory</b><br/> <b>2 – Improvement needed</b><br/> <b>1 – Unsatisfactory</b><br/> <b>N – No basis for judgment</b></p> <p><b>Rating:</b> <input style="width: 40px; height: 20px;" type="text"/></p> |                                     |

**Domain III: Candidates engage students in planned learning activities and demonstrate they are able to:**

- a) Choose organizational structures appropriate for the objective of instruction;
- b) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;
- c) Implement instructional plans that employ knowledge of subject matter and basic skills;
- d) Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;
- e) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking; and
- f) Monitor the engagement of students in learning activities and the progress they are making to determine if pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

| Domain III Rating  | Comments and Recommendations |
|--|------------------------------|
| <p><b>4 - Good</b><br/> <b>3 – Satisfactory</b><br/> <b>2 – Improvement needed</b><br/> <b>1 – Unsatisfactory</b><br/> <b>N – No basis for judgment</b></p> <p><b>Rating:</b> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/></p> |                              |

**Domain IV: Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:**

- a) Select or develop non-biased, valid and reliable tests, performance measures, observations student interviews, or other formal or informal assessment procedures to determine the process of all students;
- b) Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;
- c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate; and
- d) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.

| Domain IV Rating   | Comments and Recommendations |
|--|------------------------------|
| <p><b>4 - Good</b><br/> <b>3 – Satisfactory</b><br/> <b>2 – Improvement needed</b><br/> <b>1 – Unsatisfactory</b><br/> <b>N – No basis for judgment</b></p> <p><b>Rating:</b> <input style="width: 40px; height: 30px; border: 1px solid black;" type="text"/></p> |                              |

**Domain V: Candidates exhibit professional behaviors, ethics and values and demonstrate they are able to:**

- a) Be dependable, conscientious and punctual;
- b) Meet work schedule demands;
- c) Be aware of the importance of dressing appropriately;
- d) Be aware of, and act in accordance with, school policies and practices;
- e) Understand the organizational culture and expectations that operate within a school and that impact students and student learning;
- f) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;
- g) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;
- h) Perform advisory functions for students in formal and informal settings;
- i) Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;
- j) Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning; and
- k) Exhibit energy, drive and determination to become a professional educator.

| Domain V Rating  | Comments and Recommendations |
|--|------------------------------|
| <p><b>4 - Good</b><br/> <b>3 – Satisfactory</b><br/> <b>2 – Improvement needed</b><br/> <b>1 – Unsatisfactory</b><br/> <b>N – No basis for judgment</b></p> <p><b>Rating:</b> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/></p> |                              |

\* \* \* \* \*

A Conference to discuss student progress was held on \_\_\_\_\_ with  
Date

\_\_\_\_\_, \_\_\_\_\_ / \_\_\_\_\_, \_\_\_\_\_  
Name Title Name Title

\_\_\_\_\_, \_\_\_\_\_ / \_\_\_\_\_, \_\_\_\_\_  
Name Title Name Title

**Formative Evaluation:**

After conferring with the student and cooperating teacher, and after consideration of the ratings in Domains I through V, this student

**(Circle one) IS IS NOT** making satisfactory progress at this mid-term evaluation.

\_\_\_\_\_  
**Signature** (University Representative)

\_\_\_\_\_  
**Date**