

Student Teaching Mid-Term Placement Evaluation Form – Block III Elementary K-6

Principle 3: Teaching for Understanding				
	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<p>Plans and demonstrates classroom management. <i>ACEI 3.5 INP 5</i></p>	<input type="checkbox"/> Limited expectations are established. Student behavior not monitored appropriately. Teacher response is lacking or inconsistent.	<input type="checkbox"/> Expectations are established for most situations. Teacher generally aware of student behavior. Attempts are made to respond to misbehavior but with inconsistent results.	<input type="checkbox"/> Expectations are clear to all students. Teacher is consistently alert to student behavior. Teacher responds to misbehavior in an appropriate and successful manner, which maintains student dignity.	<input type="checkbox"/> Expectations are clear to all students. Expectations appear to have been developed with student input. Teacher monitoring is subtle, and students respectfully monitor one another. Teacher responds effectively and is sensitive to student needs.
<i>Notes/Evidence:</i>				
<p>Develops a positive physical environment through appropriate planning and use of space, materials, resources and instructional time. <i>ACEI 3.4 INP 3</i></p>	<input type="checkbox"/> Instructional time is wasted. There is lack of preparation and organization of materials, resources, equipment and space.	<input type="checkbox"/> Adequate planning for instructional time is evident. There is appropriate use of space, materials, resources and equipment	<input type="checkbox"/> Instructional time is utilized efficiently. The physical environment is prepared to complement instruction. Materials and resources engage students.	<input type="checkbox"/> Instructional time is utilized to its fullest extent, bell-to-bell. Physical environment is integrated fully to achieve instructional goals through extensive and flexible planning. Materials and resources are utilized creatively.
<i>Notes/Evidence:</i>				

Principle 3: Teaching for Understanding continued

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<p>Develops a positive social environment. ACEI 3.5 INP 1</p>	<p><input type="checkbox"/> Allows off-task behavior. Students demonstrate negative behaviors towards peers. Diverse opinions relating to learning taking place are not welcomed.</p>	<p><input type="checkbox"/> Creates an environment in which students are involved and on task. Students are able to work cooperatively to accomplish instructional objectives.</p>	<p><input type="checkbox"/> Creates an environment in which students consistently are involved and on task. Diverse opinions are respected. Students feel safe taking risks to accomplish instructional objectives.</p>	<p><input type="checkbox"/> Creates an environment where students are fully engaged and on task; in which diverse opinions are not only encouraged, but also nurtured. Students accept and encourage one another to take ownership in accomplishing instructional objectives.</p>
Notes/Evidence:				
<p>Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses and using multiple teaching strategies. ACEI 3.5 INP 2</p>	<p><input type="checkbox"/> Poor communication. Primarily one teaching strategy utilized. Students are generally passive.</p>	<p><input type="checkbox"/> Learning environment is orderly and reflects attempts to engage students. Limited instructional strategies are utilized. Teacher responses are adequate.</p>	<p><input type="checkbox"/> Students understand the expectations for learning. Students are engaged by instruction and activities and given meaningful teacher responses. Instructional strategies vary.</p>	<p><input type="checkbox"/> Learning expectations are developed and revised with students. Consistent mix of instructional strategies is used continually. Meaningful responses are an integral part of the teachers' classroom communication.</p>
Notes/Evidence:				

Principle 5: Understanding School in context of Society and Culture

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<p>Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students. ACEI 3.2 INP 3 and 4</p>	<p><input type="checkbox"/> Differentiation is lacking in the instructional process. One lesson is taught to all students regardless of ability level.</p>	<p><input type="checkbox"/> Some attempts are made to meet students' cognitive development. Demonstrates limited differentiation.</p>	<p><input type="checkbox"/> Instruction is differentiated for many ability levels. Expectations are communicated effectively. Successful instruction is demonstrated to meet students' cognitive needs.</p>	<p><input type="checkbox"/> Instruction is differentiated for all ability levels. Students are challenged and engaged as active participants.</p>
Notes/Evidence:				
<p>Develops lessons that are creative, engaging and appropriate for the learning community. ACEI 3.1 INP 2</p>	<p><input type="checkbox"/> Lessons lack creativity. Minimal effort evident to connect curriculum content to the learning community.</p>	<p><input type="checkbox"/> Some effort is evident to connect curriculum content to the learning community. Lessons reflect some creativity at a basic level.</p>	<p><input type="checkbox"/> Student engagement is reflected both in the classroom environment and in student work. Through creative activities, lessons reflect the interests of the students.</p>	<p><input type="checkbox"/> Lessons demonstrate a strong connection between students' interests and life experiences. Students are inspired to pursue interests through creative lessons that incorporate higher level thinking skills.</p>
Notes/Evidence:				

Principle 5: Understanding School in context of Society and Culture continued

	Unacceptable	Underdeveloped	Developing Professional	Exemplary
<p>Develops instructional activities that address multiple learning styles and facilitate development of metacognitive strategies for problem solving and evaluative reasoning. <i>ACEI 3.3 INP 1 and 3</i></p>	<p><input type="checkbox"/> Depends on one or two teaching strategies that do not meet all learning styles. No development of metacognitive strategies</p>	<p><input type="checkbox"/> Limited awareness of learning styles. Begins to address the basic diverse needs of students. Few metacognitive strategies.</p>	<p><input type="checkbox"/> The curriculum is adapted to diverse learners with unique needs and talents. Lesson plans reflect a variety of strategies some of which facilitate metacognitive strategy use.</p>	<p><input type="checkbox"/> Lesson plans indicate the use of multiple teaching strategies that address multiple learning styles and facilitate development of metacognitive strategies for problem solving and evaluative reasoning. .</p>
<p><i>Notes/Evidence:</i></p>				
<p>Builds productive learning relationships with students. <i>ACEI 3.5 and 4.0 INP 3 and 4</i></p>	<p><input type="checkbox"/> Views students only as part of the whole classroom. Limited effort is made to view the individual student holistically. Limited effort is made to build a foundation of respect and rapport.</p>	<p><input type="checkbox"/> Some efforts are made to view individual students holistically. Teacher-student interaction builds a foundation of respect and rapport.</p>	<p><input type="checkbox"/> Attempts to understand each individual student. Builds a foundation of respect and rapport not only through interactions but also through quality teaching strategies.</p>	<p><input type="checkbox"/> Develops a multi-faceted picture of each student through a variety of assessments and personalized learning engagements. Established mutual respect and rapport are evident.</p>
<p><i>Notes/Evidence:</i></p>				

Principle 2: Reflective Practice				
	Unacceptable	Underdeveloped	Developing Professional	Exemplary
Reflects upon oneself in writing as a member of the teaching profession. <i>ACEI 5.1 INP 6</i>	<input type="checkbox"/> Written evidence of reflection is lacking.	<input type="checkbox"/> Written evidence of reflection is presented at a descriptive level only. Offers limited vision of self as a teaching professional.	<input type="checkbox"/> Reflection is meaningful. Written evidence includes self-assessment.	<input type="checkbox"/> Written reflection consistently addresses self as a teacher, provides rationale for decisions, and describes potential changes.
<i>Notes/Evidence:</i>				
Uses reflection to improve instruction. <i>ACEI 5.1 INP 6</i>	<input type="checkbox"/> Provides limited evidence of changes made to instruction based on reflection of previous instruction.	<input type="checkbox"/> Changes made to instruction based on reflection of previous instruction occur at times.	<input type="checkbox"/> Consistently makes changes to instruction based on feedback provided and reflection of previous instruction and use of assessments.	<input type="checkbox"/> Seeks feedback routinely on changes to instruction based on reflection of previous instruction and systematic use of assessments.
<i>Notes/Evidence:</i>				