

EVALUATION FORM #3 (MID-SESSION FORMATIVE EVALUATION)
Performance Based Student Teaching Internship Evaluation
College of Education, Field Experiences Office
University of Missouri – Columbia

Name _____ Student Number _____

School and District _____ Cooperating Teacher _____

Subject and/or Grade Level _____ Seminar Leader _____

Semester and Year _____ Letter Grade Based on Performance-To-Date _____

Instructions: For each quality indicator, please write an appropriate number.

6 = exceptional performance which goes well above and beyond the standard

5 = very good performance which exceeds the standard

4 = meets the standard

3 = progressing toward the standard

2 = significantly below the standard

1 = not addressing the standard

Grading Scale

65-66	A+
62-64	A
59-61	A-
57-58	B+
54-56	B
51-53	B-
48-50	C+
44-47	C

Source of Quality Indicators and Performance Indicators: Missouri Standards for Teacher Education Programs (MoSTEP Standards)

Quality Indicator 1: Content

_____ *Understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.*

Performance Indicators:

- 1.2.1.1 Knows the discipline applicable to the certification area(s)
- 1.2.1.2 Presents the subject matter in multiple ways
- 1.2.1.3 Uses students' prior knowledge
- 1.2.1.4 Engages students in the methods of inquiry used in the discipline
- 1.2.1.5 Creates interdisciplinary learning

Comments:

Quality Indicator 2: Learners and Learning

_____ *Understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.*

Performance Indicators:

- 1.2.2.1 Applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities
- 1.2.2.2 Strengthens prior knowledge with new ideas
- 1.2.2.3 Encourages student responsibility
- 1.2.2.4 Applies knowledge of theories of learning in planning, implementing and assessing student learning

Comments:

Quality Indicator 3: Diversity

_____ *Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Performance Indicators:

- 1.2.3.1 Identifies prior experience, learning styles, strengths, and needs
- 1.2.3.2 Designs and implements instruction appropriate to the diverse individuals in class based upon prior experiences, learning styles, strengths, needs, and high expectations for all students
- 1.2.3.3 Connects instruction to students' prior experience and family, culture, and community
- 1.2.3.4 Knows when and how to access specialized services to meet students' needs

Comments:

Quality Indicator 4: Curriculum

_____ *Recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.*

Performance Indicators:

- 1.2.4.1 Selects and creates learning experiences that are appropriate for curriculum goals and MAP testing objectives, relevant to learning, and based on principles of effective instruction
- 1.2.4.2 Communicates learning objectives to students —i.e., the knowledge and skills they are to learn
- 1.2.4.3 Plans and Implements curricular activities that are consistent with objectives
- 1.2.4.4 Creates lessons and activities that address individual needs of diverse learners and variations in learning styles and performance
- 1.2.4.5 Demonstrates flexibility by evaluating and changing long- and short-term goals and instruction to meet student needs and to enhance learning

Comments:

Quality Indicator 5: Instruction

_____ *Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

Performance Indicators:

- 1.2.5.1 Selects a variety of teaching strategies, materials, and technologies to achieve multiple instructional purposes and to meet students' needs
- 1.2.5.2 Aligns instructional strategies with curricular objectives
- 1.2.5.3 Engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities

Comments:

Quality Indicator 6: Classroom Management

_____ *Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

Performance Indicators:

- 1.2.6.1 Knows and uses motivation theories and behavior management strategies and techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
- 1.2.6.2 Manages time, space, transitions, and activities effectively
- 1.2.6.3 Engages students in decision making
- 1.2.6.4 Encourages all students to set, monitor, and adjust learning goals and behaviors
- 1.2.6.5 Establishes and clearly communicates parameters for student classroom behavior
- 1.2.6.6 Manages discipline problems in accordance with the administrative regulations of the school

Comments:

Quality Indicator 7: Communication

_____ *Models effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Performance Indicators:

- 1.2.7.1 Models effective verbal/non-verbal communication skills
- 1.2.7.2 Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications
- 1.2.7.3 Gives directions that are clear, concise, and reasonable
- 1.2.7.4 Supports and expands learner expressions in speaking, writing, listening, and other media
- 1.2.7.5 Uses a variety of media communication tools

Comments:

Quality Indicator 8: Assessment

_____ *Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

Performance Indicators:

- 1.2.8.1 Employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of the students' learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies
- 1.2.8.2 Aligns and integrates instruction and assessment, including but not limited to MAP testing objectives/performance standards and their assessment
- 1.2.8.3 Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs, and progress, and to encourage them to set personal goals for learning
- 1.2.8.4 Evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work
- 1.2.8.5 Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues

Comments:

Quality Indicator 9: Reflection and Professional Growth

_____ *Is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.*

Performance Indicators:

- 1.2.9.1 Applies a variety of self-assessment and problem-solving strategies for reflecting on their teaching and their influence on student growth and learning
- 1.2.9.2 Applies professional ethical standards within reflection process
- 1.2.9.3 Seeks and uses resources available for professional development

Comments:

Quality Indicator 10: Professional Responsibility

_____ *Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.*

Performance Indicators:

- 1.2.10.1 Participates in collegial activities designed to help make the entire school a productive learning environment
- 1.2.10.2 Talks with and listens to students, is sensitive and responsible to signs of distress, and seeks appropriate help as needed to solve students' problems
- 1.2.10.3 Practices professional ethical standard, including handling confidential information and difficult situations with discretion
- 1.2.10.4 Seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and student well-being
- 1.2.10.5 Identifies and uses the appropriate school personnel and community resources to help students reach their full potential
- 1.2.10.6 Demonstrates a sense of professional responsibility by completing duties promptly and accurately and being punctual

Comments:

Quality Indicator 11: Technology in Teaching and Learning

_____ *The pre-service teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.*

Performance Indicators:

- 1.2.11.1 Demonstrates an understanding of technology operations and concepts
- 1.2.11.2 Plans and designs effective learning environments and experiences supported by informational and instructional technology
- 1.2.11.3 Implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning
- 1.2.11.4 Applies technology to facilitate a variety of effective assessment and evaluation strategies
- 1.2.11.5 Uses technology to enhance personal productivity and professional practice
- 1.2.11.6 Demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice

Comments:

Student Teacher Intern's Signature

Cooperating Teacher's Signature

Date

If you desire, the information on this form can be reproduced on a computer.

Two copies of this form should be mailed to the Seminar Leader, one copy should be kept by the Cooperating Teacher, and one copy should be given to the student teacher intern