

SECTION V

THE STUDENT TEACHING EVALUATION PROCESS

OVERVIEW

The student teaching experience is designed as the culminating phase of the teacher education program. It allows candidates to practice the skills they have acquired, to reflect on the integration into a classroom setting of the theories and skills learned, and to grow professionally, in preparation for their first year teaching. The evaluation process has been developed to complement the practice, reflection and growth within student teaching. Generally, the process includes structured observation, dispositional assessment, the midterm conference, and the final conference. Each of these activities is described below.

STRUCTURED OBSERVATION

The Structured Observation form has been designed to facilitate communication among triad members, provide initial and ongoing focus on the performance benchmarks that will be assessed during the midterm and final conference, and to identify student teacher strengths and weaknesses early in the experience.

The Structured Observation form is to be completed by the supervising teacher twice during the experience: once prior to the midterm, and once after the midterm. The supervising teacher should share a copy of each completed observation form with the student teacher and the university supervisor. See pages 19-21 to become familiar with the instrument and associated rubric.

DISPOSITIONAL ASSESSMENT

Dispositions reflect the values, beliefs, and other personal qualities that are a part of teacher identity and impact instruction. The Professional Dispositions Self-Assessment is an opportunity for the student teacher to reflect on his/her beliefs and values regarding learners, education and the work of being a professional educator that have had an impact on his/her student teaching experience, and more broadly, his/her growth as a professional throughout the preparatory experiences leading up to student teaching.

Candidates should complete the Professional Dispositions Self-Assessment prior to the Midterm Conference and share their self-reported ratings and examples with the triad. Both supervisors should verify with the candidates that the ratings and examples are accurate and reflect, as much as possible, the candidate's dispositions that are evident to others.

As part of the self-reflective process, candidates will highlight two to four areas of their dispositions on which they will try and make improvement during the remainder of the experience. During the Midterm Conference, candidates will share these key areas and offer some objectives for making that progress. Supervisors should share their ideas and suggestions for making those necessary changes during the midterm conference. Candidates will be responsible for recording those suggestions and, then, keeping track of their efforts throughout the remainder of the experience. The triad should sign the form at midterm to indicate their agreement, and will revisit the areas for dispositional improvement at the final conference. The Professional Dispositions Self-Assessment can be found on pages 22-23.

M420 STUDENT TEACHING SEMINAR (if applicable)

Many elementary and secondary student teachers will complete a complementary seminar. Please include discussion of these items and activities in both conferences as required. Progress towards meeting seminar goals should be noted during the Midterm Conference, as well as any planning relevant to implementation of seminar activities. Candidates should submit a final portfolio for the seminar activities to both supervisors prior to the Final Conference for discussion. Please gather information regarding the seminar from the university supervisor, or visit <http://site.educ.indiana.edu/stuteach/StudentTeachingForms/tabid/8871/Default.aspx> for further information about the seminar. The electronic submission of the Culminating Activity Portfolio is **REQUIRED** for candidates to earn a satisfactory grade. Both the candidate and university supervisor will have received notice in advance of the placement regarding whether or not they are required to complete the seminar.

MIDTERM EVALUATION PROCESS

This evaluation has been designed as a formative process that incorporates detailed expectations of a first-year teacher. The instrument also is intended to facilitate important discussion among the members of the student teaching triad. There are three components to this evaluation.

Part 1: Midterm/Final Evaluation Rubric

The Midterm/Final Evaluation Rubric, located in this handbook (pg 24-31), is to be completed by each member of the triad for discussion at the midterm conference. It should represent an honest, clear assessment of the student teacher's performance to date. On the form, each member is to rate the student teacher's performance relative to each element of the Six Guiding Principles, and is encouraged to incorporate examples in the Notes/Evidence sections.

Part 2: Midterm Conference

The triad is to have a midterm conference, facilitated by the university supervisor, after each triad member has completed the Midterm/Final Evaluation Rubric. Integral to the conference is a discussion of the student teacher's performance, his/her skills, and areas for growth through the remainder of the student teaching experience. The supervising teacher also should bring a copy of the Structured Observation Form that was completed prior to the midterm for discussion of concrete examples of the student teacher's performance. Finally, candidates should bring the Dispositional Assessment form (self-evaluation) to share and discuss. Both supervisors and the candidate should sign this form, indicating their agreement before reviewing it again at the final conference.

Part 3: Midterm Conference Summary

As a summary of the midterm conference, the university supervisor is to complete a formal Midterm Conference Summary form, indicating the student teacher's rating on each element of the Principles as well as goals, expectations, and strategies for the candidate's growth, which can be documented during the remainder of the experience. Copies of the Midterm Conference Summary and the Structured Observation form are to be distributed to each triad member and to the Office of Student Teaching within a week of the conference. Areas identified for growth in each of the Six Guiding Principles should serve as the agenda for the final evaluation conference to ensure that the student teacher has met all of the midterm expectations.

Note: Should concerns be raised during the midterm conference that a student teacher will not be able to grow sufficiently through the remainder of the scheduled experience in order to earn a satisfactory rating as a beginning first year teacher, the university supervisor must contact the Coordinator of Teacher Education Assessment immediately. Each candidate's situation will be managed individually, relying on the written assessments of both the supervising teacher and the university supervisor.

FINAL EVALUATION PROCESS

This summative evaluation represents a follow-up to the midterm conference and assessment, as well as a final appraisal of the student teacher's abilities in meeting the expectations of the student teaching experience. As an important culmination to the student teaching experience, the triad is strongly encouraged to begin the process one week prior to the end of the experience. This final evaluation process has four main components.

Part 1: Final Conference Preparation

This part of the final evaluation process should be an honest reflection of the student teacher's strengths and weaknesses across the Six Guiding Principles that they can address in their first year of teaching. It is the final advice student teachers can take with them. The Midterm/Final Evaluation Rubric in this Handbook (pg 24-31) is to be completed independently by each member of the triad prior to the final conference. For each of the Six Guiding Principles, feedback reflecting the student teacher's progress towards meeting the specific expectations established at midterm, and readiness for the first year of teaching must be listed. The Structured Observation Form completed by the supervising teacher after the midterm also should be brought to the final conference and included in the discussion as a concrete example of the student teacher's performance.

Part 2: Final Conference

The triad is to have a final conference, facilitated by the university supervisor, to discuss the student teacher's performance in meeting the expectations agreed upon during the midterm conference. The Midterm Conference Summary should be brought to the final conference and should serve as an instructive start to the discussion. The triad members should address the specific expectations identified at the midterm conference, the student teacher's progress, strengths, and overall readiness to be a first year teacher. Triad members will find supplemental evidence based on the Structured Observation Form completed by the supervising teacher. Finally, the triad should address the midterm Professional Dispositional Assessment Form during the final conference, reviewing indicators for dispositional improvement, sharing examples, and assessing whether or not those objectives have been met. Each triad member should sign this form.

Part 3: Final Conference Summary

A formal Final Conference Summary form should be completed by the university supervisor, indicating the student teacher's rating on each element of the Principles and reflecting the conclusions drawn from the final conference. It serves as a summation of the student teacher's performance and growth during student teaching, and is a record of her/his grade (S/F). A satisfactory rating signifies that the student teacher has met successfully all of the expectations of student teaching and the Six Guiding Principles. The university supervisor must record a satisfactory or failing grade on the Final Conference Summary for student teaching and M420, for elementary and secondary student teachers, as applicable.

Each triad member will receive a Final Conference Summary, Structured Observation Form, and midterm Professional Dispositions Self-Reflection. These summaries will remain in the files of the Office of Student Teaching for programmatic assessment and will NOT be part of the individual student teacher's EdCareers file.

Note: Any failing rating must be communicated by the university supervisor to the Coordinator of Teacher Education Assessment immediately in order to discuss the student teacher's satisfactory completion of the expectations of the student teaching experience.

Part 4: Final Recommendations

This part of the final evaluation process most likely will be used by the student teacher as letters of reference when applying for teaching positions. Both the supervising teacher and university supervisor are required to complete a Final Recommendation form summarizing the student teacher's abilities and readiness to be a first-year teacher and her/his potential as a teaching professional. Both are strongly encouraged to provide specific examples of the student teacher's skills and potential. Only these two final recommendations will be available for student teachers to place in their EdCareers file.

To facilitate the completion of these forms, please note that they may be found on the Web at <http://site.educ.indiana.edu/stuteach/StudentTeachingForms/tabid/8871/Default.aspx>

The forms may be downloaded to ease the completion and printing of multiple copies of the final recommendation. A thorough final recommendation should include the following:

- Brief (1-2 sentences) description of placement and class(es) in which the student teacher worked
- Analysis of the student teacher's performance in all aspects of teaching (Six Principles)
- Specific examples to support analysis of student teacher abilities

STRUCTURED OBSERVATION

Student Observed _____ | ____ Before MIDTERM ____ After MIDTERM
 Subject/Grade Level _____ Observation # _____ Date of Observation _____
 Subject of Lesson _____ Length of Observation _____

Directions: During the observation, take note of student teacher performance in the space provided.
 Assign a rating for each indicator as follows:

- N (needs improvement)
- S (satisfactory)
- P (proficient).
- *N/A may be noted if one of the indicators is not observed during the lesson(s).

Please complete once before and once after the Midterm Conference.

KNOWLEDGE	N/S/P	COMMENTS
Demonstrates depth of content knowledge		
Delivers content and uses relevant resources		
Uses assessment strategies, including questioning techniques		
Includes all elements of a complete lesson plan		
LEARNING ENVIRONMENT	N/S/P	COMMENTS
Demonstrates classroom management		
Effectively uses space, resources, materials, and time		
Nurtures collaborative, on-task, and engaging atmosphere		
Mixes instructional strategies including technology		
Provides physical and instructional transitions		
PERSONALIZED LEARNING	N/S/P	COMMENTS
Lessons are age/developmentally appropriate, reflecting individual ability levels		
Lessons are creative and engaging		
Instructional activities address multiple learning styles		
Environment reflects mutual respect and rapport		
PROFESSIONAL DISPOSITIONS	N/S/P	COMMENTS
Commits to learners from all backgrounds and ability levels		
Demonstrates initiative, enthusiasm, and confidence		
Treats students and colleagues with kindness, fairness, patience, dignity, and respect		
Is open to and seeks out constructive criticism		

Completed by: _____ Supervisor Signature: _____
 (Please print)

Check one: _____ University Supervisor _____ Supervising Teacher

Student Signature: _____

Copy to: Student

STRUCTURED OBSERVATION RUBRIC

Please use the following rubric to assign a rating on each aspect of the student teacher's performance and for reference during the follow-up discussion with the candidate.

KNOWLEDGE	Needs Improvement	Satisfactory	Proficient
Demonstrates depth of content knowledge	Student Teacher's content knowledge is insufficient; content level is inappropriate for most students	Student Teacher's content knowledge is adequate; f content level is appropriate for the majority of students	Student Teacher's content knowledge is strong; content level is appropriate for most students.
Delivers content and uses relevant resources	Instructional resources used were not relevant or integrated into lesson	Instructional resources used were generally relevant and there was evidence of effort to integrate them into the lesson	Instructional resources were relevant to instructional objectives and integrated effectively in the lesson
Uses assessment strategies, including questioning techniques	Assessments do not match instructional objectives; little or no feedback is provided to, or collected from students	Assessments are varied and matched to instructional objectives; adequate feedback is provided to, and collected from students	Multiple assessments match instructional objectives; feedback provided to, and collected from students is timely and constructive
Includes all elements of a complete lesson plan	Lesson is incomplete; no connection(s) to state standards	Lesson is sufficient; some connection(s) to state standards	Lesson is well organized and comprehensive; clear connection(s) to state standards
LEARNING ENVIRONMENT			
Demonstrates classroom management	Student behavior is not monitored appropriately; students consistently off-task, passive, or disruptive	General awareness of student behavior; students mostly on-task, somewhat engaged, few disruptions	Consistent awareness of student behavior; students on-task, engaged, disruptions fittingly handled
Effectively uses space, resources, materials, and time	Much of the instructional time is wasted	Lesson reflects adequate preparation/ organization of resources and materials	Effective use of instructional time
Nurtures collaborative, on-task, and engaging atmosphere	Lesson reflects a lack of preparation and organization of resources and materials.	The majority of instructional time is used appropriately	Lesson reflects comprehensive preparation and organization of resources and materials
Mixes instructional strategies including technology	Only one teaching strategy used primarily	Limited variation in teaching strategies used	A variety of appropriate teaching strategies is used
Provides physical and instructional transitions	Transition between activities is ineffective or non-existent	Transition between activities is appropriate	Transitions between activities are smooth and productive

PERSONALIZED LEARNING			
Lessons are age/ developmentally appropriate, reflecting individual ability levels	Little evidence of differentiation for individual student ability levels; lesson is inappropriate for students Lesson lacks creativity, is not engaging Activities address primarily only one learning style Limited rapport and respect reflected with students	Limited evidence of differentiation for individual student ability levels; lesson is appropriate for the majority of students Lesson reflects basic level of creativity, is somewhat engaging Activities address more than one learning style Basic rapport and respect reflected with students	Lesson is appropriate for most students; strong evidence of differentiation for individual student ability levels Lesson is creative. Activities are engaging and reflective of student interests Activities address a variety of learning styles Well-established rapport and mutual respect reflected with students
Lessons are creative and engaging			
Instructional activities address multiple learning styles			
Environment reflects mutual respect and rapport			
PROFESSIONAL DISPOSITIONS			
Commits to learners from all backgrounds and ability levels	Lesson and interaction with students are limited to a small group of students Candidate projects little enthusiasm Treats others rudely, unfairly Responds defensively when feedback from students and colleagues is received	Lessons and interaction reach many students and groups Candidate projects confidence and enthusiasm Treats most students fairly and with respect Seems attentive to feedback	Lessons and interaction include all students within each group Candidate is organized, prepared, and engaging Treats all students and colleagues fairly, patiently, and with respect Asks for feedback, asks questions, and takes notes
Demonstrates initiative, enthusiasm, and confidence			
Treats others w/kindness, fairness, patience, dignity, and respect			
Is open to and seeks out constructive criticism			

PROFESSIONAL DISPOSITIONS SELF-ASSESSMENT: MIDTERM

Student Name: _____ Student ID: _____ Date: _____
 (Please print)

Directions for Students: Use this form as a self-reflective exercise prior to the Midterm Conference. Be prepared with specific examples to discuss with your supervisors during the conference. Choose 2-4 indicators for which dispositional improvement objectives will be determined for the remainder of the experience.

Knowledge	
<ul style="list-style-type: none"> Commits to developing informed teaching practices through continual study and collaboration 	1 2 3 4
<ul style="list-style-type: none"> Demonstrates an understanding and acceptance of each person’s unique perceptions and perspectives 	1 2 3 4
<ul style="list-style-type: none"> Commits to the development of creativity and critical thinking skills 	1 2 3 4
<i>Examples</i>	
Learning Environment	
<ul style="list-style-type: none"> Understands the shared responsibility between students and teachers for academic growth, and contribution to the learning environment 	1 2 3 4
<ul style="list-style-type: none"> Maintains high expectations and implements them consistently for all students 	1 2 3 4
<ul style="list-style-type: none"> Appreciates and promotes acceptance of self-discipline, responsibility, and self-efficacy 	1 2 3 4
<ul style="list-style-type: none"> Commits to a positive and enthusiastic attitude to inspire self and others 	1 2 3 4
<i>Examples:</i>	
Personalized Learning	
<ul style="list-style-type: none"> Promotes engagement for all students 	1 2 3 4
<ul style="list-style-type: none"> Commits to all learners from diverse backgrounds, experiences, cultures, and ability levels 	1 2 3 4
<ul style="list-style-type: none"> Commits to appropriate adaptations for students with diverse needs 	1 2 3 4
<i>Examples</i>	

Community	
<ul style="list-style-type: none"> Encourages democratic principles in both students and colleagues 	1 2 3 4
<ul style="list-style-type: none"> Commits to treating students and colleagues with kindness, fairness, patience, dignity, and respect 	1 2 3 4
<ul style="list-style-type: none"> Acknowledges the variety of community, family, and social networks that enrich and inform classroom experiences 	1 2 3 4
<i>Examples</i>	
Reflection	
<ul style="list-style-type: none"> Understands and takes responsibility for one's actions and decisions 	1 2 3 4
<ul style="list-style-type: none"> Commits to reflective practice and planning 	1 2 3 4
<ul style="list-style-type: none"> Demonstrates a commitment to continuous improvement as a teacher 	1 2 3 4
<i>Examples</i>	
Growth	
<ul style="list-style-type: none"> Acts professionally and appropriately. 	1 2 3 4
<ul style="list-style-type: none"> Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. 	1 2 3 4
<ul style="list-style-type: none"> Accepts all professional responsibilities communicated by the supervising teacher, school, and corporation for instructional and non-instructional duties. 	1 2 3 4
<ul style="list-style-type: none"> Demonstrates an understanding of current issues within the school community, the teaching profession, and public education. 	1 2 3 4
<i>Examples</i>	
Professionalism	
<ul style="list-style-type: none"> Displays an awareness of personal and professional boundaries in interactions with others, and in meeting responsibilities of a teacher 	1 2 3 4
<ul style="list-style-type: none"> Is open to and seeks out constructive criticism and makes appropriate modifications upon reflection 	1 2 3 4
<ul style="list-style-type: none"> Communicates professionally, honestly and openly, building trust with others 	1 2 3 4
<ul style="list-style-type: none"> Demonstrates initiative, enthusiasm, and confidence in making the most of educational experiences 	1 2 3 4
<i>Examples</i>	

_____ / _____ / _____
Supervising Teacher Signature University Supervisor Signature Student Teacher Signature

MIDTERM/FINAL EVALUATION RUBRIC
Six Guiding Principles

KNOWLEDGE			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
• Demonstrates knowledge of student learning and development.			
Level of content is inappropriate for most students. Minimal knowledge of student development is evidenced.	Level of content is appropriate for most students. Some activities and assignments demonstrate understanding of differentiation and student development.	Level of content is very appropriate for the majority of students. Activities and assignments often address the needs of individual learners as well as whole group.	Level of content is appropriate for all students and is differentiated consistently to address a range of abilities. Activities and assignments incorporate all cognitive levels.
<i>Notes/Evidence:</i>			<i>Rating:</i>
• Demonstrates knowledge of contents, state standards, and resources.			
Insufficient content knowledge. Instruction is not aligned with state standards. There are few quality resource selections. Inaccurate, out-of-context or outdated information is presented.	Basic understanding of academic content as well as state standards. Lesson plans reflect the intent to tie instruction to standards. Uses limited variety of resources.	Strong content knowledge. Instruction aligned with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.	Extensive, enriched content knowledge. Instruction is aligned creatively with state standards. Encourages diverse perspectives and engages students in the material through multiple resources.
<i>Notes/Evidence</i>			<i>Rating:</i>
• Demonstrates an understanding of a variety of assessment strategies.			
Assessments not matched to instructional objectives and include little variety in assessment strategies used. Little or no feedback is provided to support student learning.	Assessments matched to instructional objectives and include some variety of assessment strategies utilized. Adequate feedback is provided to support student learning	Assessments matched to instructional objectives. Multiple assessment strategies and constructive and timely feedback are utilized effectively to support student learning.	A broad range of formal and informal assessment strategies, matched to instructional objectives, utilized. Interactive and constructive feedback is ongoing and timely to maximize student learning.
<i>Notes/Evidence</i>			<i>Rating:</i>
• Demonstrates the ability to develop comprehensive lesson plans.			
Lesson plans are superficial, incomplete or inappropriate. They do not address one or more of the following: content, standards, assessments, strategies, long range planning, or any creative elements of teaching.	Lesson plans demonstrate adequate coverage of content, standards, assessments, strategies, long range planning and creative elements of teaching.	Lesson plans are well organized, comprehensive. Include appropriate coverage of content, standards, and assessments, strategies, long range planning, and creative elements of teaching.	Lesson plans are detailed, comprehensive, and creatively incorporate content, standards, assessments, strategies, long range planning and creative elements of teaching as well as recognition of prerequisite knowledge.
<i>Notes/Evidence:</i>			<i>Rating:</i>

LEARNING ENVIRONMENT			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Plans and demonstrates classroom management. 			
Limited expectations are established. Student behavior not monitored appropriately. Candidate response is lacking or inconsistent.	Expectations are established for most situations. Candidate generally aware of student behavior. Attempts are made to respond to misbehavior, but with inconsistent results.	Expectations are clear to all students. Candidate is alert consistently to student behavior. Candidate responds to misbehavior in an appropriate and successful manner, which maintains student dignity.	High expectations are clear to all students. Expectations appear to have been developed with student input. Candidate monitoring is subtle, and students respectfully monitor one another. Candidate responds effectively and is sensitive to student needs.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Develops a positive physical environment through appropriate planning and use of space, materials, resources and instructional time. 			
Instructional time is wasted. There is lack of preparation and organization of materials, resources, equipment and space.	Adequate planning for instructional time is evident through appropriate preparation and organization. There is appropriate use of space, materials, resources and equipment.	Instructional time is utilized efficiently. The physical environment is prepared and organized to complement instruction. Materials and resources engage students.	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>			<i>Rating:</i>
<ul style="list-style-type: none"> Develops a positive social environment. 			
Allows off-task behavior. Students demonstrate negative behaviors towards peers and are not able to complete learning activities. Diverse opinions relating to learning taking place are not welcomed.	Creates an environment in which students are involved and on task. Students are able to work cooperatively to accomplish instructional objectives. Diverse opinions are sometimes welcomed.	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 and are able to work collaboratively towards learning objectives.	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.
<i>Notes/Evidence</i>			<i>Rating:</i>

<ul style="list-style-type: none"> Develops a positive academic environment by communicating clear expectations, engaging students, providing meaningful responses and using multiple teaching strategies. 			
<p>Poor communication. Primarily one teaching strategy utilized. Students are generally passive.</p>	<p>Learning environment and expectations reflect attempts to engage students. Limited instructional strategies are utilized. Candidate responses are adequate.</p>	<p>Students understand the expectations for learning. Students are engaged by instruction and activities and given meaningful responses. Instructional strategies vary.</p>	<p>Learning expectations are developed and revised with students. Consistent mix of instructional strategies is used continually. Meaningful responses are an integral part of the candidate's classroom communication.</p>
<p><i>Notes/Evidence:</i></p>			<p><i>Rating:</i></p>
<ul style="list-style-type: none"> Provides positive transitions in classroom and learning communities. 			
<p>Transitions lacking between learning activities, class periods or daily routines.</p>	<p>Provides transitions between learning activities, class periods or daily routines inconsistently.</p>	<p>Regularly provides positive transitions between learning activities, class periods or daily routines.</p>	<p>Incorporates creative, productive transitions between learning activities, class periods or daily routines.</p>
<p><i>Notes/Evidence:</i></p>			<p><i>Rating:</i></p>

PERSONALIZED LEARNING			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Develops lessons that reflect individual student ability levels resulting in the intellectual engagement of all students. 			
Differentiation is lacking in the instructional process. Students do not understand expectations. One lesson is taught to all students, regardless of ability level.	Demonstrates limited differentiation. Students generally understand expectations. Some attempts are made to meet students' cognitive development.	Instruction is differentiated for many ability levels. Expectations are communicated effectively. Successful instruction is demonstrated to meet students' cognitive needs.	Instruction is differentiated for all ability levels. Students individually share in creating and communicating expectations. Students are challenged and engaged as active participants.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Develops lessons that are creative, engaging and are appropriate for the learning community. 			
Lessons lack creativity. Minimal effort evident to connect curriculum content to the learning community.	Some effort is evident to connect curriculum content to the learning community. Lessons reflect some creativity at a basic level.	Student engagement is reflected both in the classroom environment and in student work. Through creative activities, lessons reflect the interests of the students.	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.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Develops instructional activities that address multiple learning styles. 			
Depends on one or two teaching strategies that do not meet all learning styles. Lesson plans do not reflect a variety of strategies for diverse learners.	Limited use of teaching strategies. Begins to address the basic diverse needs of students. Lesson plans reflect some effort to meet the needs of diverse learners.	The curriculum is adapted to diverse learners with unique needs and talents through a variety of strategies. Lesson plans reflect a variety of strategies to support learning.	The curriculum is built around the needs of diverse learners. Lesson plans provide clear evidence of multiple teaching strategies to support all learners in the class.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Builds productive learning relationships with students. 			
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.	Some efforts are made to view individual students holistically. Teacher-student interaction builds a foundation of respect and rapport.	Attempts to understand each individual student. Established mutual respect and rapport are evident.	Develops a multi-faceted picture of each student through a variety of personalized learning engagements. Builds a foundation of respect and rapport not only through interactions, but also through quality teaching strategies.
<i>Notes/Evidence:</i>			<i>Rating:</i>

COMMUNITY			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Acquires an understanding of the community and students' lives outside of the school environment and classroom. 			
Demonstrates little effort or interest to reach out to the school community. Unresponsive to duties outside of the classroom.	Shows some initiative in understanding the community. Shows some degree of responsiveness to the community.	Demonstrates an understanding of the community and available community resources. Responds effectively to the community.	Takes initiative and makes connections with community. Utilizes available resources. Is responsive and looks for opportunities to connect the community to learning.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Becomes a productive member within the school. 			
Seldom interacts with colleagues. No participation in professional development or extracurricular activities.	Shows some initiative in working with colleagues. Attends, when asked, professional development or extracurricular activities.	Interacts regularly with colleagues. Regularly attends additional faculty opportunities and extracurricular activities.	Takes the initiative to collaborate with colleagues. Regularly attends and actively participates in additional faculty opportunities (meetings) and extracurricular activities.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Communicates with parents effectively. 			
Utilizes no form of parent communication regarding class activities or student performance.	Uses limited communication to inform parents about class activities.	Communicates routinely with parents to provide information about class activities and student performance.	Utilizes creative ways to communicate with parents to provide information about class activities, to encourage their involvement in the students' learning and to report all students' performance.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Treats students and colleagues with kindness, fairness, patience, dignity and respect. 			
Sees the experience from a self-centered perspective. Does not value the experiences of the supervisors. Occasionally belittles others.	Is collaborative with most students and colleagues with occasional exceptions. Treats others as they have been treated themselves.	Builds positive relationships with all students and colleagues. Treats everyone the same, regardless of circumstance and/or experience.	Service-minded professional. Consistently works to meet the varying needs of students and colleagues. Enables others to reach their potential through actions that honor strengths and are constructive regarding areas for improvement.
<i>Notes/Evidence:</i>			<i>Rating</i>

REFLECTION			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Reflects upon oneself in writing as a member of the teaching profession. 			
Written evidence of reflection is lacking. Demonstrates little or no verbal self reflection that is constructive.	Written evidence of reflection is presented at a descriptive level only. Offers limited vision of self as a teaching professional.	Reflection is meaningful. Written evidence includes self-assessment.	Written reflection consistently addresses self as a teacher. Provides rationale for decisions and describes potential changes.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Uses reflection to improve instruction. 			
Provides limited evidence of changes made to instruction based on reflection of previous instruction. No use of assessments to support reflection and instruction.	Changes made to instruction based on reflection of previous instruction occur at times. Limited use of assessment to support reflections and instruction.	Consistently makes changes to instruction based on feedback provided and reflection of previous instruction and use of assessments.	Seeks feedback routinely on changes to instruction based on reflection of previous instruction and systematic use of assessments.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Identifies ways to improve as an individual, a part of the school community and as a part of the teaching profession. 			
Provides limited evidence of efforts to improve as a teacher. Is not responsive to any collegial advice.	Attends and reflects about faculty meetings and professional development activities in the school and corporation. Is responsive to collegial advice when provided.	Applies information learned from faculty meetings and professional development activities in the school and corporation. Seeks advice from colleagues about self-improvement.	Internalizes and shares knowledge from faculty meetings and professional development activities. Actively seeks opportunities from colleagues and the professional community to improve as a teaching professional.
<i>Notes/Evidence:</i>			<i>Rating:</i>

GROWTH			
Unsatisfactory 1	Satisfactory 2	Proficient 3	Distinguished 4
<ul style="list-style-type: none"> Acts professionally and appropriately. 			
Communication is poor. Lack of trust. Personal life consistently undermines professional responsibilities.	Minimal communication meets basic collaborative needs for management of the class. Personal situations, while excused, have a negative impact on professional responsibilities.	Effective professional communications makes for efficient, collaborative management of classroom responsibilities. Minimal impact of personal life on professional responsibilities.	Communicates professionally, honestly and openly, building trust with others. Displays a seamless balance between personal and professional boundaries.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Accepts constructive criticism and suggestions and incorporates them into subsequent behavior and instruction. 			
Is not receptive to constructive criticism and suggestions. Responds defensively to suggestions.	Accepts constructive criticism and, at times, incorporates some suggestions into subsequent behavior and/or instruction.	Accepts constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction.	Actively seeks out constructive criticism and suggestions. Consistently incorporates them into subsequent behavior and/or instruction.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Accepts all professional responsibilities communicated by supervising teacher, school and corporation for instructional and non-instructional duties. 			
Seldom completes professional responsibilities communicated. Makes excuses when responsibilities not met.	Accepts most professional responsibilities communicated, and generally completes them satisfactorily.	Accepts all professional responsibilities communicated, and consistently completes them satisfactorily.	Demonstrates initiative and seeks additional responsibilities. Completes well all professional responsibilities communicated.
<i>Notes/Evidence:</i>			<i>Rating:</i>
<ul style="list-style-type: none"> Demonstrates an understanding of current issues within the school community, the teaching profession and public education. 			
Demonstrates minimal interest and understanding in current issues. Does not attend professional development opportunities and does not read any professional journals.	Is conversant in current issues within the school community. Attends some professional opportunities, such as school board and faculty meetings, and reads professional journals when suggested.	Seems well versed in current issues. Regularly reads professional journals. Routinely attends professional meetings in the school community.	Is well versed in current issues. Regularly reads professional journals. Actively participates in discussions with colleagues. Routinely attends and actively participates in professional meetings in the school community.
<i>Notes/Evidence:</i>			<i>Rating:</i>

<ul style="list-style-type: none"> • Demonstrates initiative and confidence in making the most of educational experiences. 			
Lack of confidence keeps candidate from taking over responsibilities. Cannot complete tasks without total guidance from mentors.	Is confident in some responsibilities, but lacking somewhat in others. Requires significant amount of guidance.	Displays confidence in meeting responsibilities and takes initiative to seek out guidance as needed.	Reflects a confident, mature understanding of personal self and identity as a professional. Able to complete all work independently.
<i>Notes/Evidence</i>			<i>Rating:</i>
<ul style="list-style-type: none"> • Refines continuously an individual philosophy of teaching. 			
Written or verbal evidence of refinement of individual philosophy of teaching is not evident	Written or verbal evidence of reflection is at a descriptive level. Changes to philosophy of teaching are expressed	Both written and verbal reflections are evident and lead to refinement of philosophy of teaching and learning.	Both written and verbal reflections are evident and shared, seeking advice and additional perspectives. Actively engaged in refinement of philosophy of teaching and learning.
<i>Notes/Evidence</i>			<i>Rating:</i>

INDIANA UNIVERSITY SCHOOL OF EDUCATION

Student Teaching/Practicum Midterm Conference Summary

Expectations for Successful Completion of Student Teaching Experience

Student's Name _____ Dates (from) _____ (to) _____
 (Please print)

Supervising Teacher Name _____ Subject/Grade _____

School Name _____ School Corporation _____

University Supervisor _____ IU Program _____
 (Please print)

Knowledge	Ratings: (1-Unsatisfactory; 2-Satisfactory; 3-Proficient; 4-Distinguished)	Expectations
Student learning and development	1 2 3 4	
Knowledge of content, state standards, resources	1 2 3 4	
Assessment strategies	1 2 3 4	
Comprehensive lesson plans	1 2 3 4	
Learning Environment		Expectations
Classroom management	1 2 3 4	
Positive physical environment	1 2 3 4	
Positive social environment	1 2 3 4	
Positive academic environment	1 2 3 4	
Positive classroom transitions	1 2 3 4	
Personalized Learning		Expectations
Lessons reflect individual student ability levels	1 2 3 4	
Lessons are creative, engaging, appropriate	1 2 3 4	
Instructional activities address multiple learning styles	1 2 3 4	
Productive learning relationships with students	1 2 3 4	
Community		Expectations
Understanding of community	1 2 3 4	
Productive member in school	1 2 3 4	
Effective parent communication	1 2 3 4	
Respectful treatment of others	1 2 3 4	
Reflection		Expectations
Self-reflection	1 2 3 4	
Use of reflection to improve instruction	1 2 3 4	
Self-improvement	1 2 3 4	

Growth

Acts professionally	1	2	3	4
Accepts constructive criticism	1	2	3	4
Accepts professional responsibilities	1	2	3	4
Understands current issues	1	2	3	4
Demonstrates initiative and confidence	1	2	3	4
Refines philosophy of teaching	1	2	3	4

Expectations**M420 Seminar (if applicable)**

Progress towards completing seminar requirements	1	2	3	4
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Expectations

MIDTERM CONFERENCE

OFFICE USE ONLY

Growth

Acts professionally	1	2	3	4
Accepts constructive criticism	1	2	3	4
Accepts professional responsibilities	1	2	3	4
Understands current issues	1	2	3	4
Demonstrates initiative and confidence	1	2	3	4
Refines philosophy of teaching	1	2	3	4

M420 Seminar (if applicable)

Completes all seminar requirements M420 Grade (S/F)_____

Student Teaching/Practicum Final Recommendation

Supervising Teacher Form

I do _____ do not _____ want this evaluation uploaded to my IU EdCareers account (check one)
Student's Signature _____

Student's Name _____ Date _____
(Please print)

PLEASE TYPE

This narrative should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness in all aspects of teaching. If there are areas for improvement, these too should be mentioned. **This summary represents your recommendation of the student teacher's potential as a member of the profession.**

Supervising Teacher Name _____ Subject _____

Supervising Teacher Signature _____ Grade _____

School Name _____ School Corporation _____

Copies sent to: **Office of Student Teaching, University Supervisor, Student, Supervising Teacher**

Student Teaching/Practicum Final Recommendation

University Supervisor Form

I do _____ do not _____ want this evaluation uploaded to my IU EdCareers account (check one)

Student's Signature _____

Student's Name _____ Date _____
(Please print)

PLEASE TYPE

This narrative should be reasonably detailed, complete, and accurate, including reference to specific examples of the student teacher's skills. It should address the student teacher's abilities and readiness in all aspects of teaching. If there are areas for improvement, these too should be mentioned. **This summary represents your recommendation of the student teacher's potential as a member of the profession.**

_____ | Student's Grade (S/F) _____

University Supervisor Name (Please Print)

University Supervisor Signature

Copies sent to: **Office of Student Teaching, University Supervisor, Student, Supervising Teacher**