

## Midterm and Final Assessment of Student Teaching

|                                                            |        |                                                |
|------------------------------------------------------------|--------|------------------------------------------------|
| Teacher Candidate                                          | UM ID# | Semester                                       |
| School/District                                            |        |                                                |
| Completed by: <input type="checkbox"/> Cooperating Teacher |        | <input type="checkbox"/> University Supervisor |

| Domain 1: Planning and Preparation                                                                                  |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                           |                          |                          |                          |                                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |
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| NA                                                                                                                  | Unsatisfactory                                                                                                                                                                                                     | Basic                                                                                                                                                                                                                                                     |                          |                          |                          | Proficient                                                                                                                                                                                                                                                                                    |                          |                          |                          |                          |
|                                                                                                                     | 1                                                                                                                                                                                                                  | 2                                                                                                                                                                                                                                                         |                          |                          |                          | 3                                                                                                                                                                                                                                                                                             |                          |                          |                          |                          |
| Not Applicable or Not Observed                                                                                      | Teacher candidate's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate. | Teacher candidate's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals. |                          |                          |                          | Teacher candidate's plans reflect a solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals. |                          |                          |                          |                          |
| Directions: Please place a check in the column that indicates your assessment of the candidate's performance level. |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                           |                          |                          |                          |                                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |
| Components:                                                                                                         |                                                                                                                                                                                                                    | MIDTERM                                                                                                                                                                                                                                                   |                          |                          |                          | FINAL                                                                                                                                                                                                                                                                                         |                          |                          |                          |                          |
|                                                                                                                     |                                                                                                                                                                                                                    | N/A                                                                                                                                                                                                                                                       | 1                        | 2                        | 3                        |                                                                                                                                                                                                                                                                                               | N/A                      | 1                        | 2                        | 3                        |
| 1a. Demonstrates knowledge of content and pedagogy.                                                                 |                                                                                                                                                                                                                    | <input type="checkbox"/>                                                                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b. Demonstrates knowledge of students.                                                                             |                                                                                                                                                                                                                    | <input type="checkbox"/>                                                                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c. Sets instructional outcomes.                                                                                    |                                                                                                                                                                                                                    | <input type="checkbox"/>                                                                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d. Demonstrates knowledge of resources.                                                                            |                                                                                                                                                                                                                    | <input type="checkbox"/>                                                                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e. Designs coherent instruction.                                                                                   |                                                                                                                                                                                                                    | <input type="checkbox"/>                                                                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f. Assesses student learning.                                                                                      |                                                                                                                                                                                                                    | <input type="checkbox"/>                                                                                                                                                                                                                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Midterm Comments:                                                                                                   |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                           |                          |                          |                          |                                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |
| Final Comments:                                                                                                     |                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                           |                          |                          |                          |                                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |

| Domain 2: The Classroom Environment                                                                                 |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                      |                          |                          |                          |                                                                                                                                                                                                                                                                                 |                          |                          |                          |                          |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| NA                                                                                                                  | Unsatisfactory                                                                                                                                                                                                              | Basic                                                                                                                                                                                                                                                                |                          |                          |                          | Proficient                                                                                                                                                                                                                                                                      |                          |                          |                          |                          |
|                                                                                                                     | 1                                                                                                                                                                                                                           | 2                                                                                                                                                                                                                                                                    |                          |                          |                          | 3                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |
| Not Applicable or Not Observed                                                                                      | Classroom environment is characterized by chaos and conflict, with low expectations for student learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals. | Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect. |                          |                          |                          | Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning. |                          |                          |                          |                          |
| Directions: Please place a check in the column that indicates your assessment of the candidate's performance level. |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                      |                          |                          |                          |                                                                                                                                                                                                                                                                                 |                          |                          |                          |                          |
| Components:                                                                                                         |                                                                                                                                                                                                                             | MIDTERM                                                                                                                                                                                                                                                              |                          |                          |                          | FINAL                                                                                                                                                                                                                                                                           |                          |                          |                          |                          |
|                                                                                                                     |                                                                                                                                                                                                                             | N/A                                                                                                                                                                                                                                                                  | 1                        | 2                        | 3                        |                                                                                                                                                                                                                                                                                 | N/A                      | 1                        | 2                        | 3                        |
| 2a. Creates an environment of respect and rapport.                                                                  |                                                                                                                                                                                                                             | <input type="checkbox"/>                                                                                                                                                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b. Establishes a culture for learning.                                                                             |                                                                                                                                                                                                                             | <input type="checkbox"/>                                                                                                                                                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c. Manages classroom procedures.                                                                                   |                                                                                                                                                                                                                             | <input type="checkbox"/>                                                                                                                                                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d. Manages student behavior.                                                                                       |                                                                                                                                                                                                                             | <input type="checkbox"/>                                                                                                                                                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e. Organizes physical space.                                                                                       |                                                                                                                                                                                                                             | <input type="checkbox"/>                                                                                                                                                                                                                                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Midterm Comments:                                                                                                   |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                      |                          |                          |                          |                                                                                                                                                                                                                                                                                 |                          |                          |                          |                          |
| Final Comments:                                                                                                     |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                      |                          |                          |                          |                                                                                                                                                                                                                                                                                 |                          |                          |                          |                          |

| Domain 3: Instruction                                                                                               |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                                                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                          |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| NA                                                                                                                  | Unsatisfactory                                                                                                                                                                                                                                                        | Basic                                                                                                                                                                                                                                                                                                                                                                                               |                          |                          |                          | Proficient                                                                                                                                                                                                                                                                                                                                                          |                          |                          |                          |                          |
|                                                                                                                     | 1                                                                                                                                                                                                                                                                     | 2                                                                                                                                                                                                                                                                                                                                                                                                   |                          |                          |                          | 3                                                                                                                                                                                                                                                                                                                                                                   |                          |                          |                          |                          |
| Not Applicable or Not Observed                                                                                      | Instruction is characterized by poor communication, low-level questions, little student engagement or participation, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified. | Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and only some suitable instructional activities and materials. The teacher candidate displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan in response to students' interests and their success in learning. |                          |                          |                          | All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teacher candidate and students make productive use of assessment. The candidate demonstrates flexibility in contributing to the success of the lesson and of each student. |                          |                          |                          |                          |
| Directions: Please place a check in the column that indicates your assessment of the candidate's performance level. |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                                                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                          |
| Components:                                                                                                         |                                                                                                                                                                                                                                                                       | MIDTERM                                                                                                                                                                                                                                                                                                                                                                                             |                          |                          |                          | FINAL                                                                                                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |
|                                                                                                                     |                                                                                                                                                                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                 | 1                        | 2                        | 3                        |                                                                                                                                                                                                                                                                                                                                                                     | N/A                      | 1                        | 2                        | 3                        |
| 3a. Communicates with students.                                                                                     |                                                                                                                                                                                                                                                                       | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3b. Uses questioning and discussion techniques.                                                                     |                                                                                                                                                                                                                                                                       | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3c. Engages students in learning.                                                                                   |                                                                                                                                                                                                                                                                       | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3d. Uses assessments in instruction.                                                                                |                                                                                                                                                                                                                                                                       | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3e. Demonstrates flexibility and responsiveness.                                                                    |                                                                                                                                                                                                                                                                       | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Midterm Comments:                                                                                                   |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                                                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                          |
| Final Comments:                                                                                                     |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                                                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                          |

| Domain 4: Professional Responsibilities                                                                             |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                                                                                                                                                                                                                                                                                                                                          |                          |                          |                          |                          |
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| NA                                                                                                                  | Unsatisfactory                                                                                                                                                                                                                                                                                                           | Basic                                                                                                                                                                                                                                                                                                                               |                          |                          |                          | Proficient                                                                                                                                                                                                                                                                                                                               |                          |                          |                          |                          |
|                                                                                                                     | 1                                                                                                                                                                                                                                                                                                                        | 2                                                                                                                                                                                                                                                                                                                                   |                          |                          |                          | 3                                                                                                                                                                                                                                                                                                                                        |                          |                          |                          |                          |
| Not Applicable or Not Observed                                                                                      | The teacher candidate demonstrates low ethical standards and levels of professionalism, with poor recordkeeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth. | The teacher candidate demonstrates moderate ethical standards and levels of professionalism, with rudimentary recordkeeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district activities for professional growth. |                          |                          |                          | The teacher candidate demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development. |                          |                          |                          |                          |
| Directions: Please place a check in the column that indicates your assessment of the candidate's performance level. |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                                                                                                                                                                                                                                                                                                                                          |                          |                          |                          |                          |
| Components:                                                                                                         |                                                                                                                                                                                                                                                                                                                          | MIDTERM                                                                                                                                                                                                                                                                                                                             |                          |                          |                          | FINAL                                                                                                                                                                                                                                                                                                                                    |                          |                          |                          |                          |
|                                                                                                                     |                                                                                                                                                                                                                                                                                                                          | N/A                                                                                                                                                                                                                                                                                                                                 | 1                        | 2                        | 3                        |                                                                                                                                                                                                                                                                                                                                          | N/A                      | 1                        | 2                        | 3                        |
| 4a. Reflects on teaching.                                                                                           |                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4b. Maintains accurate records.                                                                                     |                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4c. Communicates with families.                                                                                     |                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4d. Participates in a professional community.                                                                       |                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4e. Grows and develops professionally.                                                                              |                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4f. Displays professionalism.                                                                                       |                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Midterm Comments:                                                                                                   |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                                                                                                                                                                                                                                                                                                                                          |                          |                          |                          |                          |
| Final Comments:                                                                                                     |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                     |                          |                          |                          |                                                                                                                                                                                                                                                                                                                                          |                          |                          |                          |                          |

Please sign below to indicate that you have read and understand the assessment. This does not indicate agreement with the University Supervisor’s or Cooperating Teacher’s evaluation. Teacher candidates may add their comments in the box below the signatures, if desired.

|                                                                        | Midterm | Final |
|------------------------------------------------------------------------|---------|-------|
|                                                                        | Date:   | Date: |
| Teacher Candidate Signature                                            |         |       |
| Cooperating Teacher Signature<br>or<br>University Supervisor Signature |         |       |

Teacher Candidate’s Comments: