Eastern Illinois University STG 4001: Mid-Term Student Teaching Evaluation

Candidate name:_____ Evaluator:_____ Semester/Year:_____

	1-2 Does Not Meet Standards	3 Meets Standards	4-5 Exceeds Standards	Rating
Learning Environment: The competent teacher designs and provides a learning environment (e.g., policies, procedures, routines, and physical arrangement) that is safe, healthy, equitable, accessible, developmentally appropriate, collaborative, and responsive.	Candidate uses classroom policies, procedures, routines, and physical classroom arrangements that inhibit learners in accessing and engaging in instruction and classroom interactions. Learners are expected to engage in a manner that is unsafe, developmentally inappropriate, and/or culturally insensitive.	Candidate uses classroom policies, procedures, routines, and physical classroom arrangements that allow learners to access and engage in instruction and classroom interactions in a safe, developmentally appropriate and/or culturally responsive manner.	Candidate involves learners in designing and/or modifying policies, procedures, routines, and physical classroom arrangements so their peers can access and engage in instruction and classroom interactions in a safe, developmentally appropriate and/or culturally responsive manner.	
Instruction: The competent teacher plans and implements instruction that is justifiable, equitable, accessible, developmentally appropriate, challenging, and engaging.	Candidate attempts to create and implement relevant and equitable learning experiences that align with learning outcomes. However, the candidate uses instructional pedagogy in a manner that does not promote acquisition of the learning outcomes. Candidate attempts to teach the key central concepts and processes of the curricular content area, but makes errors or misses key points and process steps. When the candidate makes errors or misspeaks, the candidate requires cueing from the cooperating teacher or another individual to correct the error(S).	Candidate uses research, theory and data to create and implement relevant and equitable learning experiences that align with learning outcomes. Candidate uses high-leverage and culturally responsive practices to provide equitable learning opportunities that engage and challenge learners. Candidate anchors instruction in the key central concepts and processes of the curricular content area. When the candidate makes errors or misspeaks, the candidate self-corrects.	Candidate uses research, theory and data to create and implement differentiated instructional learning experiences that align with learning outcomes and the diverse learning preferences of the learners. Candidate uses high-leverage and culturally responsive practices to provide learners with various opportunities to engage and form their own schemas for learning. Candidate anchors instruction in the key central concepts and processes of the curricular content area. Candidate presents content and processes in a variety of ways to create opportunities for learners to connect to and integrate learning into other curricular areas. When the candidate makes errors or misspeaks, the candidate self-corrects.	

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Instructional Assessment: The competent teacher creates and facilitates instructional assessment that is justifiable, equitable, accessible, developmentally appropriate, challenging, engaging, collaborative, supportive, protective, and informative.	Candidate designs and uses instructional assessments that align with learning outcomes and then uses the data to determine whether the learners met the learning outcomes. Candidate selects and uses assessments that are readily available without consideration of the assessment preferences of the learners.	Candidate designs and uses formal and/or informal instructional assessments that align with learning outcomes and then uses the data to inform short-term and long-term instructional planning. Candidate considers the learners' assessment preferences when selecting or designing an assessment to assure that they are assessing candidates in an equitable and developmentally appropriate way.	Candidate designs and uses formal and informal instructional assessments that align with learning outcomes and then triangulates the data to inform instructional decisions (planning, behavior management, service needs). Candidate differentiates assessment by using the learners' assessment preferences to create various means by which learners can demonstrate their understanding of learning outcomes and behavioral expectations.	
Collaboration and Cooperation: The competent teacher collaborates and communicates with families, colleagues, and the community to enhance educational opportunities and the learning experience for all learners.	Candidate attends collaborative meetings with students, families, and stakeholders (i.e. parent teacher conferences, IEP meetings, faculty meetings) and passively observe the interactions or the candidate may overly assert their voice over the voice of others.	Candidate collaborates with students, families, and stakeholders at predictable times (i.e. parent teacher conferences, sharing feedback with students, IEP meetings, faculty meetings) to assure that learners are accessing and being provided with age and ability-appropriate learning experiences.	Other than predictable times for collaboration (i.e. parent teacher conferences, sharing feedback with students, IEP meetings, faculty meetings), candidates seek out collaborative opportunities with students, families, and stakeholders and incorporate their ideas into instructional decision-making.	
Professional Expectations and Pursuit of Growth Opportunities: The competent teacher meets professional expectations and pursues growth opportunities through analysis, reflection, and goal setting.	Candidate attempts to practice professionally and ethically, but lacks self-awareness regarding their views and its influence on their practice. Consequently, the candidate may participate in discriminatory practices. Candidate is resistant to the feedback they receive from students and colleagues. As a result, the candidate does not have a valid mechanism to improve upon their practice.	Candidate practices professionally and ethically and analyzes how their perceptions affect their pedagogical choices. Candidate willingly reflects on the feedback they receive from students and colleagues and uses the feedback to inform their practice and professional goal setting.	Candidate models professional and ethical practice and is aware of how their perceptions affect their content and pedagogical choices. Candidate also advocates that colleagues engage in reflection to assure that policies and procedures are not discriminatory to learners, other colleagues, and families. Candidate systematically reflects on the feedback they receive from students and colleagues and incorporates the feedback to inform decision-making and professional goal setting.	