

FDLTCC Mid & Final Student Teaching Evaluation

FDLTCC Elementary Education - Student Teaching Evaluation

Student Teaching Evaluation

The mid-term and final evaluation incorporate the MN Standards of Effective practice, the edTPA framework and elements of the evaluation used in the teaching profession. The criteria for both evaluations are the same.

The mid-term evaluation includes areas to identify strengths and goals. The final evaluation includes narrative evidence and comments and is sent to cooperating teacher and supervisors as an electronic link.



1. Your name:

2. Are you a cooperating teacher or supervisor?

Cooperating teacher

Supervisor

3. Teacher candidate name:

4. Name of school where student teaching took place:

5. Grade level/Subject area:

6. Dates of student teaching:

Spring 2024

Fall 2024

7. Evaluation point:

- Midterm
- Final Evaluation

8. Domain 1: Planning and Preparation (note: 1=Emerging, 2=Developing, 3=Proficient, 4=Exemplary)

	1	2	3
Demonstrates knowledge of content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses knowledge of student diversity and personal/cultural assets in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses students prior knowledge in planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets and aligns standards, student learning target, and assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops criteria to measure the learning target	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies and plans for language demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans for scaffolding and pacing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Draws from resources and available technology to advance equitable student learning for all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Strengths:

10. Goals

11. Domain 2: The Classroom Environment (note: 1=Emerging, 2=Developing, 3=Proficient, 4=Exemplary)

	1	2	3
Creates an environment of mutual respect and rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of relationship building and communication techniques to promote student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes high expectations for all learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports established classroom routines, procedures, and policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supports students' developmental needs, interests, and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responds appropriately to student behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors, maintains, and responds to student engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses physical space to promote student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Strengths

13. Goals

14. Domain 3: Instruction (note: 1=Emerging, 2=Developing, 3=Proficient, 4=Exemplary)

	1	2	3
Makes explicit the learning target	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively engages students in meeting the learning target	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engages students through questions and discussion techniques that promote critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses clear verbal and written language skills to facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models and scaffolds instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elicits student responses related to the learning target	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses formative assessments to check for understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides specific feedback to support student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzes student work and plans for next steps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Strengths:

16. Goals:

17. Domain 4: Professional Culture and Teacher Dispositions (note: 1=Emerging, 2=Developing, 3=Proficient, 4=Exemplary)

	1	2	3
Thinks critically about planning, instruction, and student assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcomes and acts on feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains accurate assessment and evaluation data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates effectively with school stakeholders and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates a problem solving and positive mindset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represents self professionally in dress, punctuality and work ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respects confidentially and maintains professional boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adheres to the MN Code of Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacts with others respectfully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accepts responsibility for personal and professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works collaboratively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Strengths:

19. Goals:

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