

Augsburg University
Cooperating Teacher/College Supervisor/Student Teacher Mid-Term Assessment

Name of Candidate _____ Person Completing Assessment _____ Date: _____

The student teacher, cooperating teacher and college supervisor separately complete this assessment at the mid-point in the student teacher's placement. When completed, all parties meet to discuss the mid-term assessment and goals for the remainder of the placement. Copies of the assessment are distributed to all. The assessment is based on the Minnesota Board of Teaching Standards for Effective Practices and describes the competencies expected of a beginning teacher at the end of student teaching.

4-Proficient – Performance *exceeds all expectations* for a beginning teacher; all indicators are met or performed consistently and unusually well.

3-Competent –Performance *meets expectations* of beginning teacher; completes and performs most indicators acceptably.

2-Developing – Performance is moving toward meeting expectations but needs more practice. Performance meets some of the indicators but not all and only at a fundamental level.

1-Unsatisfactory – Performance *does not meet* expectations of beginning teacher. Performance is inconsistent and incomplete. Needs significantly more development. Few descriptors met in this domain.

Check the box ☒ that best reflects the candidate's competency at the end of student teaching.

Standard	Indicators	Level of Performance
Standard 1 – SUBJECT MATTER <i>The candidate understands the subject matter and makes it meaningful for students</i>	Grasps central concepts of discipline • Creates meaningful learning experience • Engages students in generating knowledge and testing hypotheses according to the methods and standards of the discipline • Encourages students to understand, analyze, apply, and interpret ideas from varied perspectives • Develops appropriate content	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 2 – STUDENT LEARNING <i>The candidate understands student learning and development and teaches accordingly</i>	Uses developmentally appropriate instruction • Links new ideas to prior knowledge • Encourages all elements of discussion • Uses a student's strengths as a basis for growth and errors as opportunities for learning	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 3 – DIVERSE LEARNERS <i>The candidate recognizes student differences in background, experience, ability, and learning style and teaches accordingly</i>	Uses strategies to support students whose first language is not English • Allows for different learning styles, abilities, cultures and experiences • Fosters respect for individual difference	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 4 – INSTRUCTIONAL STRATEGIES <i>The candidate employs a range of instructional strategies which promote student learning</i>	Understands and implements MN Graduation Standards • Uses a variety of materials and media resources • Nurtures critical thinking/problem solving • Monitors and adjusts strategies and resources • Uses media technology effectively • Has good transitions • Conveys purpose of instruction • Makes directions and explanations clear • Follows a logical sequence in instruction • Paces lesson well	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 5 – LEARNING ENVIRONMENT <i>The candidate structures positive learning environments that promote interaction, engagement, and self motivation</i>	Helps students work productively and cooperatively with each other • Establishes and maintains positive classroom environment • Uses a variety of motivational strategies to achieve learning • Encourages growth of self-control and independence in students • Encourages student ownership of classroom activities to foster learning • Organizes and manages time, space and activities to promote learning • Provides clear and appropriate behavioral expectations • Employs a variety of strategies to monitor behavior • Establishes desirable relationships with all students • Analyzes classroom situation perceptively and makes decisions that enhance learning	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Standard	Indicators	Level of Performance
Standard 6 – COMMUNICATION <i>The candidate uses effective communication to foster student learning</i>	Communicates clearly and effectively • Supports and expands learner expression in speaking, writing and other media • Effectively facilitates discussion	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 7 – PLANNING INSTRUCTION <i>The candidate plans instruction bases on knowledge of subject, students, community and curriculum</i>	Has clear, appropriately written objectives for instruction • Instruction is related to objectives and provides for assessment which is linked to objectives • Creates instruction that accommodates different learning styles, needs and ability • Creates both short and long-range plans • Creates plans that activate prior knowledge and promote critical thinking • Is prepared to teach lesson • Shows creativity in lesson design and materials	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 8 – ASSESSMENT <i>The candidate uses formal/informal assessment strategies to evaluate student progress and plan future work</i>	Uses appropriate assessment to evaluate stated objectives • Assesses student learning and bases future instruction on that assessed data • Uses variety of assessment tools • Implements self-assessment activities for student	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 9 – REFLECTION AND PROFESSIONAL DEVELOPMENT <i>The candidate functions as a reflective practitioner who evaluates choices and makes decisions/plans for professional development based on reflection</i>	Uses self-assessment and problem solving strategies to improve teaching • Understands need to engage in professional practices • Reflects on experiences in the classroom and revises practices accordingly • Uses professional literature, the wisdom of colleagues and other resources to support own growth as a teacher • Understands the role of teachers within school and the purpose and contribution of education organizations	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory
Standard 10 – COLLABORATION, ETHICS, AND RELATIONSHIPS <i>The candidate interacts with families, colleagues and community to promote student learning</i>	Works collaboratively with school personnel • Is ethical and professional in practice • Consults with others to find and promote links between student home, community and school environments • Identifies and uses community resources to foster student learning • establishes productive relationships with parents/guardians in support of student learning and well-being	<input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Observed Strengths:

Goals for Growth:

Action Plan: