Mid-Way Student Teacher Report

Once reviewed, discussed, and signed, both forms are to be returned, via the student, to the student's University Supervisor during the mid-way meeting with his/her Supervisor.

- Cooperating/Associate Teacher
- Student Teacher

Student Teacher: ___________________________  Grade Level: ___________________________
Cooperating/Associate Teacher: ___________________________  Date: ___________________________
School Board: ___________________________  School: ___________________________

Instructions: The Cooperating/Associate Teacher and the student teacher will, each independently, complete this form. After completing the forms, the Cooperating/Associate Teacher and student teacher will conference to share and discuss their individual assessments.

Ratings:  
- Satisfactory - Standard addressed in an acceptable/appropriate manner
- Emerging - Making progress toward meeting the Standard
- Unsatisfactory, the candidate has not demonstrated progress towards meeting the standards
- No Opportunity to Observe

Planning and Preparation

Knowledge of Subject Matter
- Plans demonstrate knowledge of the central concepts being taught
- Plans include use of resources, materials, and technology appropriate to the subject matter
- Planned activities make the subject matter meaningful to students
- Plans include outcomes for student learning

Knowledge of Human Development and Learning
- Planned activities reflect knowledge of human development
- Planned activities provide learning opportunities that support student intellectual, social, and personal development

Instructional Strategies for Diverse Learners
- Plans reflect an appreciation for learner diversity including gender, culture, religion, ethnicity, ability, and socioeconomic level
- Plans include accommodations/modifications for students with different learning needs

Multiple Instructional Strategies
- Plans include a variety of strategies that encourage student development of critical thinking, problem solving, and performance skills
- Technology is used as an instructional or resource tool

Motivation and Management
- Plans include activities that motivate students and encourage appropriate social interaction and active engagement
- Plans provide opportunities for practice sessions

Instructional Planning
- Plans reflect knowledge of constructivist theory
- Plans reflect knowledge of the New York State Standards/Ontario Curriculum Expectations
- Plans reflect the seeking/researching of additional information when necessary

Assessment of Learning
- Formal and informal assessment activities ensure the continuous intellectual, social, and physical development of learners
- Multiple assessment tools are evident

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**Teaching Competency**

**Knowledge of Subject Matter**
Demonstrates appropriate knowledge of the subject matter during lessons

**Diverse Learners**
Makes accommodations and/or modifications according to the present needs of students
Demonstrates appreciation for learner diversity

**Classroom Motivation and Management Skills**
Encourages positive social interaction, active engagement in learning, and self-motivation during lessons
Anticipates potential problems and is able to adjust instruction
Employs effective classroom management strategies

**Communication and Technology**
Effectively uses verbal, nonverbal and media communication techniques
Effectively uses standard spoken and written English
Able to manage time and pace lessons appropriately
Plans show a variety of uses of technology as teaching/learning strategy

**Assessment of Student Learning**
Gathers evidence of the intellectual, social, and physical development of students as a result of lessons
Assessments correlate with expected student outcomes

**Professional Qualities**

**Professional Commitment and Responsibility**
Provides appropriate reflection on lessons by evaluating the results of his/her actions on the students
Lesson evaluation sessions demonstrate the candidate is able to accept constructive feedback and grow professionally
Attitudes and appearance reflect professional behavior

**Partnerships**
Has developed appropriate relationships with school colleagues, parents, and agencies in the larger community that help to support the learning and well being of students

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**Strengths (Commendable)**

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**Suggestions (Areas to Improve):**

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**Comments/Goals:**

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**Please indicate that you have read this form:**

Student Teacher: ____________________________ Date: ____________________________

Cooperating/Associate Teacher: ____________________________ Date: ____________________________