

# MID-TERM TEACHER CANDIDATE EVALUATION

## Teacher Education Program - North Dakota State University

Teacher Candidate's Name \_\_\_\_\_

Cooperating Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

This form was completed by: \_\_\_\_\_ Teacher Candidate \_\_\_\_\_ Cooperating Teacher

Circle the number which best represents your judgement concerning the teacher candidate. If you have insufficient information or if an item is not applicable to your situation, please circle the X.

- Rating Scale:**
- 5. Excellent
  - 4. Above Average
  - 3. Average
  - 2. Below average
  - 1. Unsatisfactory
  - X. No opportunity to observe

### Standard #1: Knowledge of subject matter

**Overall Rating** 5 4 3 2 1 X

The teacher candidate:

- Understands major concepts, and processes of inquiry in his/her teaching specialization 5 4 3 2 1 X
- Creates learning experiences, allowing students to integrate the subject matter with other subject matter areas as appropriate 5 4 3 2 1 X

Comments:

### Standard #2: Knowledge of human development and learning

**Overall Rating** 5 4 3 2 1 X

The teacher candidate:

- Uses knowledge of human learning in the development of instructional strategies that are developmentally appropriate 5 4 3 2 1 X
- Employs research findings associated with human learning and development 5 4 3 2 1 X
- Lessons reflect cognizance of appropriate developmentally learning experiences 5 4 3 2 1 X

Comments:

### Standard #3: Adapting instruction for individual needs

**Overall Rating** 5 4 3 2 1 X

The teacher candidate:

- Plans teaching approaches sensitive to different learning styles, intelligences, Strengths and needs 5 4 3 2 1 X
- Seeks to understand students as individuals with diverse personal and family backgrounds 5 4 3 2 1 X

Comments:

**Standard #4: Multiple instructional strategies**

**Overall Rating** 5 4 3 2 1 X

The teacher candidate:

- Uses varied instructional strategies to promote active learning, critical thinking, problem solving and performance capabilities 5 4 3 2 1 X
- Monitors and adjusts strategies in response to learner feedback 5 4 3 2 1 X

**Comments:**

**Standard #5: Classroom motivation and management skills**

**Overall Rating** 5 4 3 2 1 X

The teacher candidate:

- Creates a positive learning environment 5 4 3 2 1 X
- Engages students in individual and cooperative learning activities that help them develop the motivation to achieve 5 4 3 2 1 X
- Organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks 5 4 3 2 1 X
- Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work 5 4 3 2 1 X

**Comments:**

**Standard #6: Communication skills**

**Overall Rating** 5 4 3 2 1 X

The teacher candidate:

- Models effective verbal and non-verbal forms of communication 5 4 3 2 1 X
- Is an active and responsive listener 5 4 3 2 1 X
- Uses appropriate technology to enhance instruction 5 4 3 2 1 X
- Asks questions to stimulate discussion 5 4 3 2 1 X
- Clearly communicates expectations 5 4 3 2 1 X

**Comments:**

**Standard #7: Instructional planning skills**

**Overall Rating** 5 4 3 2 1 X

The teacher candidate:

- Develops appropriate short and long range instructional goals and objectives 5 4 3 2 1 X
- Strives to develop collaborative teaching relationships 5 4 3 2 1 X
- Accesses appropriate resource materials 5 4 3 2 1 X

**Comments:**

**Standard #8: Assessment of student learning**

**Overall Rating**

**5 4 3 2 1 X**

The teacher candidate:

- Accurately determines what students have learned 5 4 3 2 1 X
- Identifies areas where students need improvement 5 4 3 2 1 X
- Has an effective grading or scoring system 5 4 3 2 1 X
- Synthesizes information about a student from a variety of sources of data, formal and informal 5 4 3 2 1 X

**Comments:**

**Standard #9: Professional commitment and responsibility**

**Overall Rating**

**5 4 3 2 1 X**

The teacher candidate:

- Uses classroom observation, information about students, and research as sources to reflect upon and revise practice 5 4 3 2 1 X
- Uses feedback from multiple sources - self, students peers and administrators to continually refine practices that address the individual needs of students 5 4 3 2 1 X
- Investigates opportunities for professional growth beyond university requirements 5 4 3 2 1 X
- Is punctual 5 4 3 2 1 X

**Comments:**

**Standard #10: Partnerships Overall Rating**

**Overall Rating**

**5 4 3 2 1 X**

The teacher candidate:

- Seeks the opportunity to use local community resources in the educational process 5 4 3 2 1 X
- Interacts with parents in the education process 5 4 3 2 1 X
- Identifies the importance of collegial efforts 5 4 3 2 1 X

**Comments:**

