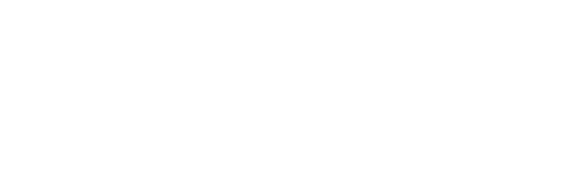
# Sonoma State University Logo



DATE \_ \_ \_

SCHOOL \_ \_

GRADE

# Sonoma State University Multiple Subject Credential Program Midterm & Final Evaluation of Student Teaching

Candidate: **Click or tap to enter text.**

Major: **Click or tap to enter text.**

Supervisor:  
 **Click or tap to enter text.**

This form is used at midterm and the end of student teaching to record progress toward the standards of teaching performance expected of beginning teachers by the completion of the Multiple Subject Program. Toward that end, we base the assessment on CTC’s Teacher Performance Expectations and The California Standards for the Teaching Profession. This assessment should be used as the basis for reflection, goal setting, and remediation when needed. If needed, record anecdotal information of any significant teaching performance on additional pages.

## Directions for Candidates (both midterm & end of term)

Reflectively consider your student teaching up to this point in the program. Think carefully about what you are doing well and areas in which you need to grow. Review all of the criteria within each category of Teaching Performance. For each, select the appropriate TPE/CSTP Indicator Symbols (below). Have a midterm/final evaluation discussion with your mentor. Sign the last page of the form following your discussion.

## Directions for Mentor Teachers (both midterm & end of term)

Consider your student teacher’s growth and the many experiences the candidate has had in your class up to this point, being mindful of whether they are Part-Time (1st semester) or Full-Time (2nd semester) student teachers. Review each Teacher Performance Category and select a few criteria per category that you would like to discuss with your student teacher. Use the TPE/CSTP Indicator Symbols (below) to highlight them. Ideally you will be able to select a few areas of relative strength and next steps. Select areas of struggle or concern only when necessary. Have a midterm/final evaluation discussion with your student teacher.

Based on your evaluation of each category, assign a rubric score according to the score descriptions and complete the final comments at the end of the form. Sign the last page of the form following the discussion.

## Directions for Supervisors (at least once per term)

At least one time per semester, participate in a 3-way evaluation conversation with the Candidate and Mentor Teacher in which you review and discuss the candidate’s mid/term final evaluation. If you do not participate in a midterm or final evaluation, follow up with the mentor teacher regarding any next steps or areas of concern/struggle. Sign the last page of the form following this discussion. For any candidate who has been identified as a student of concern prior to midterm, participate in both the midterm and final evaluation.

## TPE/CSTP Indicator symbols:

| **Symbol** | **Meaning** |
| --- | --- |
| **+** | Area of Relative Strength |
| **⇨** | Next Step Area - something you intend to work on soon |
| **—** | Area of Struggle or Concern |
| **NY** | Not yet focusing on this (but not a concern) |

## Part-Time Student Teacher Rubric Score Descriptors

1. Serious Concern
2. Not Met at a Beginning Level of Competence
3. Met at a Beginning Level of Competence
4. Consistent Strength
5. Above Expectation for this Level

## Full-Time Student Teacher Rubric Score Descriptors

1. Not Met or Unacceptable
2. Occasionally
3. Frequently
4. Consistent Strength
5. Above Expectations for this level

## Creating an Effective Environment: TPE 2 & CSTP A

(enter rubric score in the appropriate column to the right)

| Midterm | Final | Descriptor  (enter a few +, ⇨, — or NY in the appropriate column to the left) |
| --- | --- | --- |
|  |  | Shows interest in all students as individuals |
|  |  | Establishes a climate that promotes reflects diversity/multiple perspectives |
|  |  | Promotes social development and group responsibility |
|  |  | Creates a healthy learning environment that engages all students |
|  |  | Uses instructional time effectively |
|  |  | Uses resources to support all students including those who suffered trauma,  homelessness, foster care, incarceration, and/or are medically fragile. |
|  |  | Establishes and maintains standards for student behavior |
|  |  | Plans/implements classroom procedures and routines to support student learning |
|  |  | Uses positive intervention practices to foster a caring community of learners |
|  |  | Maintains high expectations |
|  |  | Emphasizes anti-bias curriculum and knowledge of differing socio-economic, ethnic, cultural, and family backgrounds |
|  |  |  |

Notes: Click or tap here to enter text.

## Planning for Instruction: TPE 4 & CSTP B

(enter rubric score in the appropriate column to the right)

| Midterm | Final | Descriptor  (enter a few +, ⇨, — or NY in the appropriate column to the left) |
| --- | --- | --- |
|  |  | Draws on and values students’ backgrounds, interests, and developmental learning  needs to plan and implement curriculum and instruction |
|  |  | Interconnects subject matter and student needs |
|  |  | Establishes and articulates goals for student learning |
|  |  | Has all supplies and materials ready before they are used |
|  |  | Monitors learning for student to access content successfully |
|  |  | Designs short-term and long-term plans to foster student learning |
|  |  | Supports a range of communication strategies and activity modes. |
|  |  | Is familiar with classroom schedules, policies, and routines, and implements them  appropriately |
|  |  | Uses technology to engage students in learning |
|  |  |  |

Notes: Click or tap here to enter text.

## Understanding and Organizing Subject Matter for instruction: TPE 3 & CSTP C

(enter rubric score in the appropriate column to the right)

| Midterm | Final | Descriptor  (enter a few +, ⇨, — or NY in the appropriate column to the left) |
| --- | --- | --- |
|  |  | Demonstrates knowledge of subject matter content  *Circle the content areas:* language arts, math, science, social studies, physical education, arts… |
|  |  | Uses knowledge of students and learning goals to organize curriculum and facilitate  access to content |
|  |  | Plans/teaches using current pedagogical strategies and interdisciplinary learning  sequences that are appropriate to subject matter |
|  |  | Supports multiple ways of expressing learning |
|  |  | Supports academic language development |
|  |  | Uses a range of instructional material and technology to support learning |
|  |  | Models/develops digital literacy |
|  |  |  |

Notes: Click or tap here to enter text.

## Engaging and Supporting All Students in Learning: TPE 1 & CSTP D

(enter rubric score in the appropriate column to the right)

| Midterm | Final | Descriptor  (enter a few +, ⇨, — or NY in the appropriate column to the left) |
| --- | --- | --- |
|  |  | Connects student’s prior knowledge, life experience, interests with learning goals |
|  |  | Encourages interactions, language development, including L1 and L2 development |
|  |  | Uses a variety of instructional strategies and resources to respond to students’ diverse needs. |
|  |  | Engages students in problem solving, critical/creative thinking, autonomy, interaction, choice, reflection, self-directed learning |
|  |  | Monitors and adjusts instruction to take advantage of teachable moments, and to adapt to  student strengths and interests |
|  |  | Provides opportunities to access curriculum through the arts |
|  |  | Effectively implements lessons in all content areas  Circle the content areas: language arts, math, science, social studies, physical education, arts |
|  |  |  |

Notes: Click or tap here to enter text.

## Assessing Learning: TPE 5 & CSTP E

(enter rubric score in the appropriate column to the right)

| Midterm | Final | Descriptor  (enter a few +, ⇨, — or NY in the appropriate column to the left) |
| --- | --- | --- |
|  |  | Collects and uses multiple sources of information to assess student learning, including  student work samples and rubrics |
|  |  | Uses the results of assessments (including IEP etc) to plan and guide differentiated  instruction |
|  |  | Involves and guides all students in assessing their own learning and in reflection |
|  |  | If adequate, uses technology |
|  |  | Works with specialist to interpret assessment data |
|  |  | Communicates with students, families, and other audiences about student progress |
|  |  | Establishes and communicates learning goals to all students, when appropriate |
|  |  |  |

Notes: Click or tap here to enter text.

## Developing as a professional Educator: TPE 6 & CSTP F and CSTP G

(enter rubric score in the appropriate column to the right)

| Midterm | Final | Descriptor  (enter a few +, ⇨, — or NY in the appropriate column to the left) |
| --- | --- | --- |
|  |  | Routinely uses reflection and evaluation to improve teaching |
|  |  | Recognizes their own values and implicit/explicit biases |
|  |  | Identifies forms of racial, gender, and ethnic discrimination and implements methods to counteract discrimination and its effects |
|  |  | Balances professional responsibilities and maintains motivation |
|  |  | Builds effective and positive communication with mentor, supervisor, staff, families, and colleagues at CORE site |
|  |  | Establishes professional goals and pursues opportunities to grow professionally |
|  |  | Demonstrates how and when to involve other adults and to communicate effectively with peers and colleagues, families and community members to support teacher and student learning |
|  |  | Takes responsibility for all aspects of student academic learning outcomes |
|  |  | Understands California and federal laws and procedures pertaining to the educating of all students such as mandated reporter, professional responsibilities and conduct, moral fitness, including the use of social media and other digital platforms |
|  |  | Exhibits positive dispositions of caring, tact, support, acceptance, fairness towards students, families, colleagues |
|  |  | Is prompt and reliable in meeting responsibilities. Arrives early at a time arranged with mentor teacher and remains after school to work, plan and evaluate instruction |
|  |  | Maintains a professional demeanor including appropriate attire and use of oral and written  language |
|  |  | Is adaptable to new ideas and unacceptable situations. |
|  |  |  |

Notes: Click or tap here to enter text.

## Midterm Evaluation of Student – Teacher

Professional Strengths:

Click or tap here to enter text.

Areas for Future Professional growth:

Click or tap here to enter text.

Additional Comments:

Click or tap here to enter text.

Candidate Signature & Date

Click or tap here to enter text.

Mentor Signature & Date

Click or tap here to enter text.

Supervisor Signature & Date

Click or tap here to enter text.

## Final Recommendation of Part – Time/ Full – Time Student Teacher:

At this point, I \_\_\_\_\_\_ recommend, \_\_\_\_\_\_have some reservations in recommending, \_\_\_\_\_\_\_\_would not recommend this candidate for advancement to full time student teaching/ a teaching credential.

Comments:

Click or tap here to enter text.

Candidate Signature & Date

Click or tap here to enter text.

Mentor Signature & Date

Click or tap here to enter text.

Supervisor Signature & Date

Click or tap here to enter text.