



Student Name _____

Cooperating Teacher _____

Date _____

University Supervisor _____

School _____

Grade Level/Subject _____

Mid-Term Evaluation

Instructions: University supervisors should collaboratively complete this form with the cooperating teacher. When determining a rating, consider all available evidence—such as observations, evaluations, reflections, portfolios, etc. Select the rating that most accurately reflects the student teacher’s consistent level of performance at the time of evaluation. Compare the student’s performance to an individual who has completed an educator preparation program and is ready to enter the workforce as a teacher. **Use only whole numbers according to the following scale. If any element receives a score below a 2, a Support Plan is required.**

1 = Basic, 2 = Developing, 3 = Proficient, 4 = Advanced, 5 = Exemplary

Standard and Elements	Rating
QUALITY STANDARD I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).	
<i>ELEMENT A:</i> Teachers provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.	
<i>ELEMENT B:</i> Teachers develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.	
<i>ELEMENT C:</i> Teachers demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.	
QUALITY STANDARD II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.	
<i>ELEMENT A:</i> Teachers foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.	
<i>ELEMENT B:</i> Teachers demonstrate an awareness of, a commitment to, and respect for multiple aspects of diversity, while working toward common goals as a community of learners.	
<i>ELEMENT C:</i> Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	
<i>ELEMENT D:</i> Teachers work collaboratively with the families and/or significant adults for the benefit of students.	



QUALITY STANDARD III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.	
<i>ELEMENT A:</i> Teachers demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.	
<i>ELEMENT B:</i> Teachers use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.	
<i>ELEMENT C:</i> Teachers integrate and utilize appropriate available technology to engage students in authentic learning experiences.	
<i>ELEMENT D:</i> Teachers establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.	
<i>ELEMENT E:</i> Teachers provide students with opportunities to work in teams and develop leadership.	
<i>ELEMENT F:</i> Teachers model and promote effective communication.	
QUALITY STANDARD IV: Teachers demonstrate professionalism through ethical conduct, reflection, and leadership.	
<i>ELEMENT A:</i> Teachers demonstrate high standards for professional conduct.	
<i>ELEMENT B:</i> Teachers link professional growth to their professional goals.	
<i>ELEMENT C:</i> Teachers are able to respond to a complex, dynamic environment.	
<i>ELEMENT D:</i> Teachers demonstrate leadership in the school, the community, and the teaching profession.	

Comments:

Student Teacher

University Supervisor