

# UA Teacher Candidate Midterm/Final Evaluation

Teacher Candidate:	Supervising Practitioner:	Program Supervisor:	
Site(s):	Grade Level(s):	Midterm Date:	Final Date:

<b>Rating Scale:</b>	<b>4 – Accomplished</b> (consistent, exemplary evidence)	<b>3 – Proficient</b> (consistent, proficient evidence)	<b>2 – Emergent</b> (developing, limited evidence)	<b>1 – Not Evident</b> (no evidence)
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## I. LEARNING ENVIRONMENT

	Midterm	Final
<b>Students Represented:</b> Students are welcomed and represented in the instructional setting in a manner that values their work and presence in the environment (e.g., students are greeted when entered; student contributions are valued; student work displayed when possible)		
<b>Set-Up:</b> Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate interactions among students and teacher		
<b>Procedures:</b> Establishes and follows norms, procedures, and routines		
<b>Behavior Expectations:</b> Communicates clear expectations of student behavior and supports student self-regulation		
<b>Manages Behaviors Quickly:</b> Monitors and responds appropriately to student behavior in a timely manner		
<b>Positive &amp; Respectful:</b> Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful		
<b>Respects Backgrounds:</b> Demonstrates and promotes respect and sensitivity for all students' backgrounds		

## Comments on Learning Environment

Midterm	Final
<b>Summary:</b>	<b>Summary:</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>

<b>Rating Scale:</b>	<b>4 – Accomplished</b> (consistent, exemplary evidence)	<b>3 – Proficient</b> (consistent, proficient evidence)	<b>2 – Emergent</b> (developing, limited evidence)	<b>1 – Not Evident</b> (no evidence)
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## II. PLANNING AND PREPARATION

	Midterm	Final
<b>Complete Submitted Plans:</b> Creates complete, appropriately-formatted lesson plans and submits for review in a timely manner		
<b>Timing:</b> Writes lesson plans and activities appropriate for the amount of time allotted/designated		
<b>Data &amp; Needs-Driven:</b> Uses assessment data, professional judgment, and learners' needs to guide planning		
<b>Standards-based:</b> When writing objectives, uses Arizona standards, district academic standards/performance objectives, and/or any additional standards as required by the discipline to develop procedural and conceptual knowledge		
<b>Connects Content:</b> Connects lesson content to: students' experiences, previous lessons within the content area, other curricular areas, and real-life situations		
<b>Active Participation:</b> Plans multiple instructional strategies that ensure active participation		
<b>Materials/Technology:</b> Chooses varied and appropriate materials and technologies and has them ready to teach the learning objective(s)		
<b>Higher-Level Thinking:</b> Plans opportunities for higher-level thinking through questioning and student activities		
<b>Accommodations:</b> Incorporates modifications or accommodations based on learner needs		
<b>Sequencing:</b> Develops meaningful sequencing of learning experiences		
<b>Collaborates:</b> Plans collaboratively with mentor teacher and/or other professionals who have specialized expertise		

### Comments on Planning and Preparation

Midterm	Final
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<b>Plan of Action:</b>	<b>Plan of Action:</b>

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### III. INSTRUCTION AND ASSESSMENT

	Midterm	Final
<b>States Expectations:</b> Communicates expectations for learning at the beginning of the lesson and throughout		
<b>Content Accuracy:</b> Provides clarity and accuracy of content which includes essential information		
<b>Academic Language:</b> Uses academic language of the discipline accurately and creates opportunities for students to use the academic language		
<b>Clear Instructions:</b> Provides clear instructions verbally, in writing, and through modeling		
<b>Flexibility:</b> Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities		
<b>Varied Materials:</b> Uses varied materials, aids, models, representations (including technology), as appropriate		
<b>Varied Delivery:</b> Varies instructional strategy and teacher role to address students’ diverse learning styles and needs (e.g., sheltered English instructional strategies, small groups, individual work, student-led learning, cooperative learning, direct instruction, investigation, facilitator, guide on the side, etc.)		
<b>Activities &amp; Applications:</b> Provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications		
<b>Student Engagement:</b> Maximizes active participation and paces the lesson to optimize instructional time		
<b>Questioning:</b> Effectively asks questions to serve different purposes (e.g., probing for learner understanding, promoting student discourse, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question)		
<b>Formative Assessments:</b> Checks for understanding throughout lesson to monitor student learning		
<b>Modifies Teaching:</b> Adjusts lesson or content delivery based on student needs		
<b>Summative Assessments:</b> Designs summative assessments that match instruction in content, rigor, and format		
<b>Promotes Self-Assessment:</b> Effectively implements methods for student self-assessment and self-improvement		
<b>Feedback:</b> Provides timely, useful, specific, and respectful responses to learners during the lesson and on assessments		

#### Comments on Instruction and Assessment

Midterm	Final
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<b>Plan of Action:</b>	<b>Plan of Action:</b>

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#### IV. PROFESSIONALISM AND GROWTH

	Midterm	Final
<b>On Time &amp; Professional:</b> Attends field experiences on time, prepared, and with a professional appearance		
<b>Responds Timely:</b> Responds to communications in a timely manner and meets deadlines		
<b>Communication:</b> Communicates professionally with and about members of the learning community in all forms, including social media		
<b>Personal Issues:</b> Separates personal and professional issues		
<b>Professional Conduct:</b> Conducts oneself professionally and ethically as an educator		
<b>Families:</b> Communicates with families about instruction and individual progress		
<b>Legal Responsibilities:</b> Describes and abides by laws related to learners’ rights and teacher responsibilities (e.g., equity, appropriate education for learners with disabilities, confidentiality, privacy, reporting in situations related to possible child abuse)		
<b>Collaborates:</b> Collaborates regularly with colleagues and members of the school community		
<b>Receptive to Feedback:</b> Accepts and acts upon constructive feedback from mentors, supervisors, and administrators		
<b>Growth:</b> Participates in professional learning opportunities, as appropriate		
<b>Self-Reflect:</b> Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice		

#### Comments on Professionalism and Growth

Midterm	Final
<b>Summary:</b>	<b>Summary:</b>
<b>Plan of Action:</b>	<b>Plan of Action:</b>

## UA Teacher Candidate Midterm/Final Evaluation

### Signature Page

**Midterm Evaluation** By signing below, I acknowledge participation in the midterm assessment process.

Teacher Candidate Printed Name:	Teacher Candidate Signature:	Date:
Supervising Practitioner:	Supervising Practitioner Signature:	Date:
Program Supervisor:	Program Supervisor Signature:	Date:

**Final Evaluation** By signing below, I acknowledge participation in the final assessment process.

Teacher Candidate Printed Name:	Teacher Candidate Signature:	Date:
Supervising Practitioner:	Supervising Practitioner Signature:	Date:
Program Supervisor:	Program Supervisor Signature:	Date: