

UA Teacher Candidate Midterm/Final Evaluation

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

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|----------------------|---|--|---|---|
| Rating Scale: | 4 – Accomplished (consistent, exemplary evidence) | 3 – Proficient (consistent, proficient evidence) | 2 – Emergent (developing, limited evidence) | 1 – Not Evident (no evidence) |
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I. LEARNING ENVIRONMENT

| | Midterm | Final |
|--|---------|-------|
| Students Represented: 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) | | |
| Set-Up: Optimizes space in the room and student workstation set-ups to ensure physical safety, classroom management, and appropriate interactions among students and teacher | | |
| Procedures: Establishes and follows norms, procedures, and routines | | |
| Behavior Expectations: Communicates clear expectations of student behavior and supports student self-regulation | | |
| Manages Behaviors Quickly: Monitors and responds appropriately to student behavior in a timely manner | | |
| Positive & Respectful: Uses and promotes civil discourse and non-verbal interactions that are positive, supportive, and respectful | | |
| Respects Backgrounds: Demonstrates and promotes respect and sensitivity for all students' backgrounds | | |

Comments on Learning Environment

| Midterm | Final |
|------------------------|------------------------|
| Summary: | Summary: |
| Plan of Action: | Plan of Action: |

| | | | | |
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II. PLANNING AND PREPARATION

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

Comments on Planning and Preparation

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III. INSTRUCTION AND ASSESSMENT

| | Midterm | Final |
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| States Expectations: Communicates expectations for learning at the beginning of the lesson and throughout | | |
| Content Accuracy: Provides clarity and accuracy of content which includes essential information | | |
| Academic Language: Uses academic language of the discipline accurately and creates opportunities for students to use the academic language | | |
| Clear Instructions: Provides clear instructions verbally, in writing, and through modeling | | |
| Flexibility: Demonstrates flexibility and sufficient content knowledge to allow for exploration of learner curiosities | | |
| Varied Materials: Uses varied materials, aids, models, representations (including technology), as appropriate | | |
| Varied Delivery: 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.) | | |
| Activities & Applications: Provides activities and choices for learners to demonstrate their knowledge, including creative/original ways and authentic applications | | |
| Student Engagement: Maximizes active participation and paces the lesson to optimize instructional time | | |
| Questioning: 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) | | |
| Formative Assessments: Checks for understanding throughout lesson to monitor student learning | | |
| Modifies Teaching: Adjusts lesson or content delivery based on student needs | | |
| Summative Assessments: Designs summative assessments that match instruction in content, rigor, and format | | |
| Promotes Self-Assessment: Effectively implements methods for student self-assessment and self-improvement | | |
| Feedback: Provides timely, useful, specific, and respectful responses to learners during the lesson and on assessments | | |

Comments on Instruction and Assessment

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IV. PROFESSIONALISM AND GROWTH

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| On Time & Professional: Attends field experiences on time, prepared, and with a professional appearance | | |
| Responds Timely: Responds to communications in a timely manner and meets deadlines | | |
| Communication: Communicates professionally with and about members of the learning community | | |
| Personal Issues: Separates personal and professional issues | | |
| Professional Conduct: Conducts oneself professionally and ethically as an educator | | |
| Families: Communicates with families about instruction and individual progress | | |
| Legal Responsibilities: 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) | | |
| Collaborates: Collaborates regularly with colleagues and members of the school community | | |
| Receptive to Feedback: Accepts and acts upon constructive feedback from mentors, supervisors, and administrators | | |
| Growth: Participates in professional learning opportunities, as appropriate | | |
| Self-Reflect: Demonstrates ability to self-reflect in a meaningful manner to improve teaching practice | | |

Comments on Professionalism and Growth

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UA Teacher Candidate Midterm/Final Evaluation
Signature Page

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

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|---------------------------------|-------------------------------------|-------|
| 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.

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|---------------------------------|-------------------------------------|-------|
| Teacher Candidate Printed Name: | Teacher Candidate Signature: | Date: |
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| Program Supervisor: | Program Supervisor Signature: | Date: |