JAMES MADISON UNIVERSITY.

The cooperating teacher and university supervisor should each complete this form at the midpoint and the final week of student teaching/internship, provide copies for each other, and *give the originals to the student teacher/intern for his/her teacher application portfolio*.

*This evaluation cannot be shared with anyone **outside of the university** without the written consent of the student teacher.*

Student Teacher/Intern: _____ Cooperating Teacher: _____

School: _____ School Division: _____ Grade/Subject: _____

Year: _____   Please check one: Block: ___ 1 ___ 2 ___ 3 ___ 4 ___ Extended Block Fall ___ Extended Block Spring
___ Mid-term Block ___ May ___ Summer

Please check one: __ Mid-block Evaluation __ Final Evaluation   Please check one: __ Cooperating Teacher __ University Supervisor

A. PROFESSIONAL KNOWLEDGE The student teacher…

DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations

✔		**A1. DEMONSTRATES AN UNDERSTANDING OF APPROPRIATE CONTENT STANDARDS (SOL/PROFESSIONAL STANDARDS).** InTASC 4n
DN		inaccurately and inconsistently references the appropriate content standards.
DE		references appropriate content standards in daily plans;
ME		**AND…** explicitly references and clearly aligns appropriate content standards with planned activities and assessments;
EE		**AND…** clearly demonstrates and explains the appropriate sequencing of the content standards.
		A2. DEMONSTRATES ESSENTIAL KNOWLEDGE AND SKILLS OF SUBJECT AREA. InTASC 4
DN		inaccurately presents key subject matter ideas and skills.
DE		demonstrates accurate knowledge and skills of subject area;
ME		**AND**…uses representation and/or an explanation that captures key subject matter ideas and skills;
EE		**AND**…uses **multiple** representations and explanations that capture key subject matter ideas and skills.
		A3. DEMONSTRATES THE LINK BETWEEN THE CONTENT AND STUDENTS' PAST AND FUTURE LEARNING EXPERIENCES AS WELL AS RELATED SUBJECT AREAS. InTASC 4d
DN		references content to **NEITHER** the students' past and future learning experiences **NOR** related subject areas.
DE		references content to **EITHER** the students' past and future learning experiences **OR** related subject areas.
ME		references content to **BOTH** the students**'** past and future learning experiences **AND** related subject areas;
EE		**AND**…references content to real world experiences and applications.
		A. Content Knowledge DISPOSITION: DEMONSTRATES AN UNDERTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. InTASC 4o, 4p, 4q
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		presents content acknowledging alternative disciplinary perspectives;
ME		**AND**…recognizes the potential of bias in his/her representation of the discipline;
EE		**AND**…facilitates learners' critical analyses of the multiple perspectives in the discipline.

Comments:

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B. ASSESSMENT OF AND FOR STUDENT LEARNING The student teacher …
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✔	**B1. SETS ACCEPTABLE, MEASURABLE, AND APPROPRIATE LEARNING OUTCOMES AND ACHIEVEMENT GOALS FOR STUDENT LEARNING.** InTASC 6
DN	sets unacceptable, immeasurable, or inappropriate learning outcomes and achievement goals for student learning.
DE	sets acceptable and appropriate learning outcomes and achievement goals for student learning;
ME	**AND**…sets measurable learning outcomes and achievement goals for student learning **AND** states these clearly on the lesson plan;
EE	**AND**…matches learning outcomes and achievement goals to classroom assessments.
	B2. PLANS FORMAL AND INFORMAL ASSESSMENT OF LEARNING OUTCOMES. InTASC 6, 6r, 6s
DN	plans inappropriate formal and informal assessments that are not linked to learning outcomes.
DE	plans appropriate formal and informal assessments that are linked to learning outcomes;
ME	**AND**…can articulate ways formal and informal assessments should impact future learning activities;
EE	**AND**…has strategies to provide students with effective, descriptive feedback to guide their progress.
	B3. CHECKS FOR UNDERSTANDING USING A VARIETY OF ASSESSMENT TECHNIQUES TO ENHANCE STUDENT LEARNING. InTASC 6e, 6g
DN	makes few or no attempts to determine student comprehension **AND** gives students little or no feedback.
DE	monitors student comprehension of content **AND** provides students with limited feedback.
ME	uses a variety of assessment techniques to monitor comprehension of the content **AND** provides students with timely meaningful feedback;
EE	**AND**…analyzes individual and group comprehension of the content, **AND** gives all students substantive and specific feedback, **AND** makes appropriate instructional adjustments as necessary.
	B4. USES FORMAL AND INFORMAL ASSESSMENT EVIDENCE TO IDENTIFY STRATEGIES TO IMPROVE INSTRUCTION. InTASC 6i, 6t, 6u
DN	uses formal or informal assessments.
DE	uses formal and informal assessments;
ME	**AND**…uses assessment evidence to identify strategies to improve instruction;
EE	**AND**…uses assessment evidence to inform, guide and adjust individual students' learning by identifying strategies to differentiate instruction.
	B. Assessment DISPOSITION: VALUES THE USE OF SELF AND PEER ASSESSMENT AND USES DATA ETHICALLY TO IDENTIFY LEARNER STRENGTHS AND TO PROMOTE LEARNER GROWTH. InTASC 6q, 6v
DN	uses assessment in a limited fashion in both form and function.
DE	uses self and/or peer assessment to promote learner growth;
ME	**AND**… works to develop each learner's ability to identify their own strengths, challenges, and progress;
EE	**AND**…engages learners in decisions regarding their own progress with attention to the ethical use of assessments and assessment data.

Comments:

C. INSTRUCTIONAL PLANNING The student teacher…
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✔	**C1. IS FAMILIAR WITH AND USES RELEVANT ASPECTS OF STUDENTS' BACKGROUND, KNOWLEDGE, EXPERIENCE, AND SKILLS.** InTASC 2c, 7j, 7n
DN	is unfamiliar with the background, experiences, and skill level of most students in the class.
DE	is familiar with the relevant aspects of the background, knowledge, experience, and skills of most students in the class;
ME	**AND**…uses relevant aspects of students' background, knowledge, experience, and skills of most students in the class.
EE	demonstrates detailed understanding of the background, experience, and skill level of ALL students in the class **AND** plans using what s/he knows about learners including developmental levels, prior learning, and interests.

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		C2. PLANS DIFFERENTIATED INSTRUCTION TO ADDRESS THE UNIQUE CHARACTERISTICS OF INDIVIDUAL STUDENTS (E.G. TAG/GT, ESL, SPECIAL NEEDS). InTASC 1b, 2a, 7b
DN		plans undifferentiated instruction.
DE		plans differentiated instruction to address the unique characteristics of some individuals in the class.
ME		effectively plans differentiated instruction to address the unique characteristics of most individuals in the class;
EE		**AND**…seeks resources from instructional specialists to refine plans to meet learner needs.
		C3. PLANS APPROPRIATE INSTRUCTIONAL STRATEGIES TO MEET THE LEARNING OUTCOMES. InTASC 7
DN		plans inappropriate methods and activities to meet the learning outcomes.
DE		plans appropriate methods and activities to meet the learning outcomes;
ME		**AND**…plans varied methods and activities to meet the learning outcomes;
EE		**AND**…uses data to plan appropriate, varied methods and activities to meet the learning outcomes.
		C4. INTEGRATES INSTRUCTIONAL TECHNOLOGY IN PLANNING. InTASC 7k, 8r
DN		rarely integrates instructional technology in planning.
DE		sometimes integrates instructional technology in planning;
ME		regularly integrates appropriate instructional technology in planning to meet learning outcomes;
EE		**AND**…integrates a variety of instructional technology in planning, **AND** clearly identifies alternative plans in the event technology fails.
		C5. INTEGRATES ESSENTIAL CONTENT IN PLANNING. InTASC 7g
DN		integrates only non-essential content in planning.
DE		integrates essential content in some planning.
ME		integrates essential content in all planning;
EE		**AND**…planning is expanded to elaborate on identified essential content to enhance student learning.
		C6. PLANS TIME REALISTICALLY FOR PACING AND TRANSITIONS FOR CONTENT MASTERY. CAEP 1
DN		plans time unrealistically for pacing and transitions.
DE		plans time realistically for pacing; however, transition time is not apparent.
ME		plans time realistically for pacing **AND** transitions.
EE		plans include realistic pacing allowing for content mastery **AND** meaningful transitions that promote student learning.
		C. Planning for Instruction DISPOSITION: PLANNING ASSURES STUDENT LEARNING AND IS OPEN TO ADJUSTMENT AND REVISION BASED ON CHANGING NEEDS AND CIRCUMSTANCES. InTASC 7p, 7q
DN		plans instruction based primarily on teacher manuals and/or other prepared materials.
DE		plans instruction using knowledge of students' strengths, needs and backgrounds;
ME		**AND**…uses daily and unit plans to ensure student learning in collaboration with other colleagues;
EE		**AND**… anticipates learner needs **AND** makes adjustments based on effectiveness of instruction and changing student and community needs.

Comments:

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D. LEARNING ENVIRONMENT The student teacher …
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✔		**D1. ESTABLISHES A SAFE PHYSICAL AND PSYCHOLOGICAL ENVIRONMENT.** InTASC 3a, 3k, 3n
DN		maintains an unsafe physical and psychological environment.
DE		attempts to maintain a safe physical and psychological environment.
ME		effectively creates a safe physical and psychological environment;
EE		**AND** explains the purpose for these choices to students.
		D2. ESTABLISHES A CLIMATE OF TRUST AND TEAMWORK. InTASC 3j, 3q, 3o
DN		ignores evidence that a climate of trust and teamwork is lacking.
DE		attempts to create a climate of trust and teamwork by being fair and respectful.
ME		purposefully creates a climate of trust and teamwork by being enthusiastic, fair, caring, and respectful to all students;
EE		**AND**…fosters regular student collaboration.
		D3. MAINTAINS CONSISTENT STANDARDS FOR POSITIVE CLASSROOM BEHAVIOR. InTASC 3c
DN		ignores students' needs and behavior.
DE		attempts to maintain positive classroom behavior.
ME		responds effectively and consistently to students' needs and behavior **AND** can explain why the model they are using for positive classroom behavior is effective.
EE		demonstrates the ability to change and adapt classroom management plans based on students' changing needs and behavior **AND** explain why changes were made.
		D4. DEMONSTRATES RESPECT FOR AND RESPONSIVENESS TO THE CULTURAL BACKGROUNDS AND DIFFERING PERSPECTIVES OF LEARNERS. InTASC 3f, 3l
DN		Infrequently shows awareness of the different cultural backgrounds and differing perspectives of learners in the classroom.
DE		can identify the different cultural backgrounds **AND** acknowledge different perspectives represented in the classroom;
ME		**AND**…respects and responds to the varying cultural backgrounds and differing perspectives of learners in the classroom;
EE		**AND**… incorporates these differences into his/her teaching and use of content examples.
		D. Learning Environment DISPOSITION: PROMOTES INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS BY VALUING DIFFERING BACKGROUNDS AND ABILITIES. InTASC 2l, 2m, 2n, 2o, 3p
DN		shows a minimal understanding of individual differences.
DE		uses learners' differing abilities, skills, cultures, and communities to promote an inclusive learning environment;
ME		**AND**…provides opportunities for learners to participate in decision-making, to engage in exploration, and to work collaboratively and independently;
EE		**AND**…actively works to ensure that each learner feels valued **AND** helps students to learn to value one another.

Comments:

E. INSTRUCTIONAL DELIVERY The student teacher …
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✔		**E1. PRESENTS PROCEDURES AND OUTCOMES CLEARLY TO STUDENTS AND CHECKS FOR STUDENT UNDERSTANDING.** InTASC 8i
DN		presents unclear **OR** inaccurate information about the learning objectives or the procedures for instructional activities.
DE		provides students with clear, accurate information about the learning objectives and procedures for instructional activities;
ME		**AND**…ensures that all students understand the learning objectives **AND** can carry out those procedures;
EE		**AND**…consistently presents clear procedures and outcomes, **AND** effectively checks for student understanding.

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		E2. PRESENTS CONTENT ACCURATELY AND EFFECTIVELY. InTASC 4
DN		uses ineffective strategies when presenting content to students.
DE		uses effective strategies to present content to students;
ME		**AND**…makes content relevant to students' prior experiences;
EE		**AND**…continually presents material clearly and explicitly with well-chosen examples.
		E3. ENGAGES AND MAINTAINS STUDENTS IN ACTIVE LEARNING. InTASC 4b, 4c
DN		keeps students passively involved in learning, relying heavily on lectures, textbooks and worksheets.
DE		attempts to keep students actively involved, but some students are disengaged.
ME		keeps students actively involved by adapting instruction in the moment, based on student learning needs;
EE		**AND**…keeps all students challenged and highly engaged as active learners and problem solvers.
		E4. ENGAGES LEARNERS IN A RANGE OF LEARNING EXPERIENCES USING TECHNOLOGY. InTASC 5l, 8g, 8n
DN		rarely uses technology to support student learning.
DE		provides students with guided practice in using technology to support student learning;
ME		**AND**…engages students in learning experiences with technology that is appropriate and challenging;
EE		**AND**...cultivates student collaboration and initiative in the use of appropriate technology to support student learning.
		E5. FACILITATES STUDENTS' USE OF HIGHER LEVEL THINKING SKILLS IN INSTRUCTION. InTASC 8f
DN		instruction includes only lower level thinking skills, (e.g. using only low level questions).
DE		instruction incorporates higher level thinking skills (e.g. problem solving, critical thinking, and analysis), but students still require instruction to apply these techniques.
ME		prepares students to apply existing knowledge in new areas through higher order thinking skills in instructional activities;
EE		**AND**…assesses their growth and development in use of higher level thinking skills.
		E6. DIFFERENTIATES INSTRUCTION AND PROVIDES APPROPRIATE ACCOMMODATIONS TO MEET THE NEEDS OF DIVERSE LEARNERS. InTASC 2a, 2b, 8
DN		provides undifferentiated instruction for students.
DE		attempts to accommodate student learning needs but with mixed success.
ME		differentiates and scaffolds instruction to accommodate most students' learning needs.
EE		successfully reaches all students by skillfully differentiating and scaffolding, using activities appropriate for a range of learners.
		E7. USES INSTRUCTIONAL AND TRANSITION TIME FOR CONTENT MASTERY. InTASC 4r, 8b
DN		uses instructional time inappropriately and/or on activities of little instructional value.
DE		inconsistently uses instructional and transition time effectively.
ME		consistently uses instructional and transition time effectively for content mastery;
EE		**AND**…performs non-instructional procedures efficiently.
		E. Application of Content DISPOSITION 1. USES MULTIPLE PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO LOCAL AND GLOBAL ISSUES. InTASC 5q, 5r, 5s
DN		shows minimal awareness or focus on local and global issues related to her/his discipline.
DE		incorporates/connects local and global issues to content area;
ME		**AND**…draws connections between content area and other disciplines to enhance student understanding;
EE		**AND**…relies on concrete contemporary issues/cases to develop creativity, critical thinking, and problem solving.
		E. Instructional Strategies DISPOSITION 2. USES MULTIPLE STRATEGIES TO ENGAGE ALL LEARNERS IN A DEEP UNDERSTANDING OF CONTENT AREAS AND MAKE CONNECTIONS, BUILDING STUDENTS' SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS. InTASC 8p, 8q, 8s
DN		uses ineffective strategies when presenting content to students.
DE		adjusts instruction to use multiple effective strategies to present content to students;
ME		**AND**…encourages students to use multiple forms of communication to demonstrate their developing knowledge and skills;
EE		**AND**…adapts instruction in real-time in response to diverse learner ideas and needs.

Comments:

F. REFLECTION FOR STUDENT ACADEMIC PROGRESS The student teacher …

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✓		**F1. PROVIDES SPECIFIC EVIDENCE TO DOCUMENT STUDENT LEARNING.** InTASC 6a, 6g, 6o, 6t
DN		provides unclear evidence to document student learning.
DE		collects and reviews some data to document student learning.
ME		consistently analyzes and interprets assessment data to document student learning over time.
EE		**AND** uses a variety of assessment data to document student learning and develop interim learning goals.
		F2. TAKES RESPONSIBILITY FOR STUDENT LEARNING BY USING ONGOING ANALYSIS AND REFLECTION. InTASC 6c, 6l, 9c, 9g, 9l
DN		puts the responsibility of learning on the student.
DE		acknowledges responsibility for student learning.
ME		takes responsibility for student learning by consistently making changes to plans and practice as a result of analysis and reflection;
EE		**AND**…sets and implements professional goals to improve student learning.
		F3. SEEKS AND USES INFORMATION FROM PROFESSIONAL SOURCES (E.G. COOPERATING TEACHER, COLLEAGUES, AND/OR RESEARCH) TO IMPROVE INSTRUCTION. InTASC 9d, 10e, 10r
DN		relies solely on own knowledge to improve instruction.
DE		seeks information from the cooperating teacher **AND** attempts to use it to improve instruction.
ME		seeks information from professional resources **AND** uses it to improve instruction.
EE		seeks information from varied professional resources **AND** uses it effectively to improve instruction.
		F. Learner Development DISPOSITION: RESPECTS AND USES LEARNER STRENGTHS TO PROMOTE LEARNER DEVELOPMENT ACROSS COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL DIFFERENCES. InTASC 1h, 1i, 1j, 1k
DN		shows minimal awareness of learners' differing developmental needs.
DE		recognizes learners' differing strengths and needs;
ME		**AND**…actively promotes learner growth by designing and implementing developmentally appropriate learning experiences;
EE		**AND**…incorporates contributions from families, colleagues, and other professional to understand and support each learner's development.

__Comments:__

G. PROFESSIONALISM The student teacher …

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✓		**G1. DEMONSTRATES THE EXPECTATIONS OF THE PROFESSION INCLUDING CODES OF ETHICS, PROFESSIONAL STANDARDS OF PRACTICE AND RELEVANT LAW AND POLICY.** InTASC 9j, 9o
DN		acts in an ethically questionable manner and does not follow federal and state laws and school policies.
DE		inconsistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.).
ME		consistently adheres to ethical codes of conduct and professional standards (attendance, dress, meets deadlines, confidentiality, etc.);
EE		**AND**…intentionally adheres to and can articulate federal and state laws, school policies and ethical guidelines.
		G2. TAKES INITIATIVE TO GROW AND DEVELOP THROUGH INTERACTIONS THAT ENHANCE PRACTICE AND SUPPORT STUDENT LEARNING. InTASC 9a, 9b, 9d, 9n, 10r
DN		infrequently participates in school-based learning experiences.
DE		takes ownership of professional growth by participating in school-based professional learning experiences;
ME		**AND**…practices the new strategies learned to support student learning;
EE		**AND**…actively seeks and engages in ongoing professional learning opportunities in order to meet professional goals in support of student learning.

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		G3. COMMUNICATES EFFECTIVELY THROUGH ORAL AND WRITTEN LANGUAGE. CAEP 1
DN		frequently makes errors in grammar, usage, and spelling in professional contexts.
DE		periodically makes errors in grammar, usage, and spelling in professional contexts.
ME		uses correct grammar, usage, and spelling in professional contexts;
EE		**AND**…speaks and writes correctly and fluidly in professional contexts.
		G4. BUILDS RELATIONSHIPS AND COLLABORATES WITH FAMILIES, COMMUNITIES, COLLEAGUES, AND OTHER PROFESSIONALS TO PROMOTE LEARNER GROWTH AND DEVELOPMENT. InTASC 1c, 7o, 10b, 10d, 10e
DN		makes little or no effort to effectively build relationships or collaborate with colleagues, administrators, and families.
DE		attempts to build relationships and collaborate with colleagues, administrators, and families.
ME		collaborates with colleagues, administrators, and families to support the specific learning needs of students;
EE		**AND**…communicates effectively to build strong relationships **AND** seeks out collaborative relationships with community members and other professionals to promote learner growth and development.
		G5. ACCESSES RESOURCES TO DEEPEN AN UNDERSTANDING OF CULTURAL, ETHNIC, GENDER AND LEARNING DIFFERENCES TO BUILD STRONGER RELATIONSHIPS AND CREATE MORE RELEVANT LEARNING EXPERIENCES. InTASC 2k, 9e, 9m
DN		demonstrates ignorance towards cultural, ethnic, gender, and learning differences of students.
DE		occasionally demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences.
ME		consistently demonstrates knowledge of cultural, ethnic, gender, and learning differences of students to build stronger relationships and create more relevant learning experiences;
EE		**AND**… incorporates learners' experiences, cultures and community resources into instruction.
		G. Leadership and Collaboration DISPOSITION: SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH AND TO ADVANCE THE PROFESSION. InTASC 10 p, 10q, 10s, 10t
DN		engages in few opportunities to explore leadership roles and collaborations within the school.
DE		Works collaboratively to advocate for students' success and advocates for learners.
ME		**AND**…actively seeks opportunities to grow and develop as an education professional;
EE		**AND**…takes personal responsibility for contributing to and advancing the profession.

Comments:

Suggestions for Continuing Professional Development

Areas of Strength:

Areas for Growth:

_____ _____ _____ _____
Student Teacher   Date   University Supervisor or Cooperating Teacher   Date

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