UA Teacher Candidate Midterm/Final Evaluation

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

Rating Scale:	**4 – Accomplished** (consistent, exemplary evidence)	**3 – Proficient** (consistent, proficient evidence)	**2 – Emergent** (developing, limited evidence)	**1 – Not Evident** (no evidence)

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:**

Rating Scale:	4 – Accomplished (consistent, exemplary evidence)	3 – Proficient (consistent, proficient evidence)	2 – Emergent (developing, limited evidence)	1 – Not Evident (no evidence)

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

Midterm	Final
Summary:	**Summary:**
Plan of Action:	**Plan of Action:**

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III. INSTRUCTION AND ASSESSMENT

	Midterm	Final
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

Midterm	Final
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IV. PROFESSIONALISM AND GROWTH

	Midterm	Final
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 in all forms, including social media		
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

Midterm	Final
Summary:	**Summary:**
Plan of Action:	**Plan of Action:**

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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: