

Secondary PTEP Mid-term evaluation form

Completed by cooperating teacher, discussed with the teacher candidate and the UNC Supervisor at mid-term, about 8 weeks into student teaching. UNC Supervisors, please retain the form for one year per UNC regulations, but do not forward it to STE's office.

Cooperating Teacher: Last, First:

Teacher candidate: Last, First

- School, district _____
- Grade(s) _____

Teacher candidate's content area.

Africana Studies; Biology; Chemistry; Communication (Speech); Earth Science; English; French; Geography; German; Hispanic Studies; History; Mathematics; Physics; Social Science; Spanish; Theatre Arts

Teacher Candidates are expected to meet State standards at the Proficient or Advanced level by the end of the student teaching experience.

- Basic: Minimal understanding or demonstration of standard. Needs significant improvement to pass.
- Developing: Understands the standard, but performs inconsistently. Needs improvement to pass.
- Proficient: Consistently meets the standard's performance indicators. Passes.
- Advanced: Exemplary performance, consistently exceeding standards.

N/A=Not observed

	B,D,P, or A
1. Integrates reading, writing, and thinking strategies into content instruction (I)	
2. Intentionally supports oral and written language development (I)	
3. Integrates mathematics into content instruction (II)	
4. Designs appropriate standards-based lesson plans (III)	
5. Correctly uses assessment tools and data to chose and modify teaching strategies (III)	
6. Provides constructive feedback to students (III)	
7. Possesses solid content knowledge (IV). Use the next 10 items to report content-specific standards, if available at www.unco.edu/teach/content.html ; otherwise skip.	
a. Content rubric item (1)	
b. Content rubric item (2)	
c. Content rubric item (3)	
d. Content rubric item (4)	
e. Content rubric item (5)	
f. Content rubric item (6)	
g. Content rubric item (7)	
h. Content rubric item (8)	
i. Content rubric item (9)	
j. Content rubric item (10)	
8. Creates an engaging learning environment (V)	
9. Applies sound disciplinary practices and intervention strategies in the classroom (V)	
10. Understands cognitive foundations of learning (V)	
11. Documents and reports student achievement (V)	
12. Communicates with parents effectively and respectfully (V)	
13. Differentiates instruction in response to varied reading and writing skills of students (VI)	
14. Differentiates instruction in response to needs of students identified as exceptional learners (VI)	
15. Differentiates instruction in response to needs of English Language Learners (VI)	
16. Uses technology effectively to increase student achievement (VII)	
17. Articulates and models the democratic ideal to students (VIII)	

