

Midterm Summative Assessment

Teacher Candidate:

Evaluator's Name:

Evaluator's Role: (Please Select): Cooperating Teacher (CT) University Supervisor (US) Teacher Candidate (TC)

Date:

Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at Developing or Proficient. If performance is scored "Below Standard," please be in communication with the Director of Field Experiences.

| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
|---|--|--|--|--|
| <p><i>Uses knowledge of students to meet needs</i></p> <p>Standard 1 Learner Development InTASC 1; CAEP 1.1</p> | <p>Lacks evidence of data collection and use related to students and their development. InTASC 1; CAEP 1.1</p> | <p>Collects data about students and their development but does not adjust teaching. InTASC 1; CAEP 1.1</p> | <p>Uses data about students and their development to adjust teaching. InTASC 1; CAEP 1.1</p> | <p>Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; CAEP 1.1</p> |
| <p>Comments:</p> | | | | |
| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
| <p><i>Differentiates instruction to meet student needs</i></p> <p>Standard 2 Learner Differences InTASC 2; CAEP 1.1</p> | <p>Does not identify students' needs for differentiation. InTASC 2; CAEP 1.1</p> | <p>Identifies students' needs for differentiation. InTASC 2; CAEP 1.1</p> | <p>Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; CAEP 1.1</p> | <p>Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. InTASC 2; CAEP 1.1</p> |
| <p>Comments:</p> | | | | |

| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
|--|---|--|--|---|
| <p>Promotes a positive classroom environment through clear expectations</p> <p>Standard 3 Learning Environments InTASC 3; CAEP 1.1</p> | Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1 | Communicates and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1 | Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. InTASC 3; CAEP 1.1 | Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. InTASC 3; CAEP 1.1 |
| Comments: | | | | |
| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
| <p>Uses accurate content and academic vocabulary</p> <p>Standard 4 Content Knowledge InTASC 4; CAEP 1.1</p> | Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1 | Communicates content and uses academic vocabulary yet does not consistently provide relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1 | Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1 | Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area. InTASC 4; CAEP 1.1 |
| Comments: | | | | |
| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
| <p>Engages students in critical thinking and collaborative problem solving</p> <p>Standard 5 Application of Content InTASC 5; CAEP 1.1</p> | Does not assist students in making connections in the discipline. InTASC 5; CAEP 1.1 | Links concepts to help students make connections in the discipline. InTASC 5; CAEP 1.1 | Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. InTASC 5; CAEP 1.1 | Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. InTASC 5; CAEP 1.1 |
| Comments: | | | | |

| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
|--|---|---|--|---|
| <p><i>Develops literacy and communication skills through content</i></p> <p>Standard 5 Application of Content InTASC 5; CAEP 1.1</p> | Provides few opportunities for students to develop literacy and communication skills. InTASC 5; CAEP 1.1 | Engages students in developing literacy and communication skills. InTASC 5; CAEP 1.1 | Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content. InTASC 5; CAEP 1.1 | Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences. InTASC 5; CAEP 1.1 |
| Comments: | | | | |
| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
| <p><i>Uses classroom assessment</i></p> <p>Standard 6 Assessment InTASC 6; CAEP 1.1</p> | Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; CAEP 1.1 | Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; CAEP 1.1 | Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; CAEP 1.1 | Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. InTASC 6; CAEP 1.1 |
| Comments: | | | | |
| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
| <p><i>Assesses for learning</i></p> <p>Standard 6 Assessment InTASC 6; CAEP 1.1</p> | Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1 | Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1 | Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. InTASC 6; CAEP 1.1 | Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning. InTASC 6; CAEP 1.1 |
| Comments: | | | | |

| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
|---|---|---|---|--|
| <p>Plans for instruction</p> <p>Standard 7 Planning for Instruction InTASC 7; CAEP 1.1</p> | Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. InTASC 7; CAEP 1.1 | Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; CAEP 1.1 | Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; CAEP 1.1 | Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning. InTASC 7; CAEP 1.1 |
| Comments: | | | | |
| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
| <p>Incorporates digital tools into instruction</p> <p>Standard 8 Instructional Strategies InTASC 8; CAEP 1.1</p> | Provides learning experiences that incorporate digital tools infrequently or ineffectively. InTASC 8; CAEP 1.1 | Provides relevant learning experiences that incorporate digital tools to stimulate interest. InTASC 8; CAEP 1.1 | Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1 | Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1 |
| Comments: | | | | |
| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
| <p>Uses research-based instructional strategies</p> <p>Standard 8 Instructional Strategies InTASC 8; CAEP 1.1</p> | Uses strategies and poses questions. InTASC 8; CAEP 1.1 | Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking. InTASC 8; CAEP 1.1 | Uses evidence-based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. InTASC 8; CAEP 1.1 | Uses a broad range of evidence-based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills. InTASC 8; CAEP 1.1 |
| Comments: | | | | |

| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
|---|---|---|--|---|
| <p>Uses engagement to enhance learning</p> <p>Standard 8 Instructional Strategies InTASC 8; CAEP 1.1</p> | Attempts to manage the learning environment for student engagement. InTASC 8; CAEP 1.1 | Manages the learning environment for student engagement. InTASC 8; CAEP 1.1 | Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1 | Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1 |
| Comments: | | | | |
| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
| <p>Accepts critique and input regarding performance</p> <p>Standard 9 Professional Learning and Ethical Practice InTASC 9; CAEP 1.1</p> | May resist constructive feedback or fail to implement goals to improve practice. InTASC 9; CAEP 1.1 | Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. InTASC 9; CAEP 1.1 | Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. InTASC 9; CAEP 1.1 | Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. InTASC 9; CAEP 1.1 |
| Comments: | | | | |
| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
| <p>Conveys professional demeanor</p> <p>Standard 10 Leadership and Collaboration InTASC 10; CAEP 1.1</p> | Conveys a lack of professional decorum when interacting. InTASC 10; CAEP 1.1 | Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. InTASC 10; CAEP 1.1 | Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. InTASC 10; CAEP 1.1 | Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community. InTASC 10; CAEP 1.1 |
| Comments: | | | | |

| | Below Standard <input type="checkbox"/> | Developing <input type="checkbox"/> | Proficient <input type="checkbox"/> | NA - Advanced |
|---|--|--|---|--|
| <p><i>Uses professional communication</i></p> <p>Standard 10 Leadership and Collaboration InTASC 10; CAEP 1.1</p> | <p>Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively. InTASC 10; CAEP 1.1</p> | <p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance. InTASC 10; CAEP 1.1</p> | <p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively. InTASC 10; CAEP 1.1</p> | <p>Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings). InTASC 10; CAEP 1.1</p> |
| <p>Comments:</p> | | | | |

Educator Disposition Assessment

The purpose of the Educator Disposition Assessment is to determine a rating for each of the nine dispositions.

Directions: Please use the following scale to rate the individual on each disposition by checking the corresponding number in the cell.

- 1 = Emerging: minimal evidence of understanding and commitment to the disposition
- 2 = Developing: some evidence of understanding and commitment to the disposition
- 3 = Meets expectation: considerable evidence of understanding and commitment to the disposition
- 4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

For each disposition:

1. Check ONLY the indicators that need to be addressed (see guiding rubric).
2. Provide comments to explain checked indicators. Comments regarding areas of strength may also be added here.
3. Check the overall rating for the disposition.

| Educator Disposition Assessment | | | | |
|---|--|--|--|--|
| 1. Demonstrates effective oral communication skills <small>InTASC: 3(r)</small> | Below Standard 1 <input type="checkbox"/> | Developing 2 <input type="checkbox"/> | Proficient 3 <input type="checkbox"/> | Advanced 4 <input type="checkbox"/> |
| <input type="checkbox"/> 1.1 Models Academic Language through oral expression | Comments regarding strengths/areas for growth: | | | |
| <input type="checkbox"/> 1.2 Varies oral communication to motivate students | | | | |
| <input type="checkbox"/> 1.3 Makes culturally appropriate comments in the classroom | | | | |
| <input type="checkbox"/> 1.4 Communicates at an appropriate level | | | | |
| 2. Demonstrates effective written communication skills | Below Standard 1 <input type="checkbox"/> | Developing 2 <input type="checkbox"/> | Proficient 3 <input type="checkbox"/> | Advanced 4 <input type="checkbox"/> |
| <input type="checkbox"/> 2.1 Communicates respectfully with all stakeholders | Comments regarding strengths/areas for growth: | | | |
| <input type="checkbox"/> 2.2 Demonstrates appropriate spelling and grammar in written communication | | | | |
| <input type="checkbox"/> 2.3 Focuses all written communications positively | | | | |

| | | | | |
|--|--|--|--|--|
| <p align="center">3. Demonstrates professionalism InTASC: 9(o)</p> | <p align="center">Below Standard 1 □</p> | <p align="center">Developing 2 □</p> | <p align="center">Proficient 3 □</p> | <p align="center">Advanced 4 □</p> |
| <input type="checkbox"/> 3.1 Responds to email promptly <input type="checkbox"/> 3.2 Exhibits punctuality and attendance <input type="checkbox"/> 3.3 Maintains professional boundaries with students <input type="checkbox"/> 3.4 Keeps personal life at home <input type="checkbox"/> 3.5 Functions as a team player <input type="checkbox"/> 3.6 Turns in work promptly <input type="checkbox"/> 3.7 Avoids inappropriate conversations inside and outside of the classroom <input type="checkbox"/> 3.8 Respects and adheres to the ethical standards of practice (NDE Rule 27) <input type="checkbox"/> 3.9 Refrains from profanity | <p>Comments regarding strengths/areas for growth:</p> | | | |
| <p align="center">4. Demonstrates a positive and enthusiastic attitude</p> | <p align="center">Below Standard 1 □</p> | <p align="center">Developing 2 □</p> | <p align="center">Proficient 3 □</p> | <p align="center">Advanced 4 □</p> |
| <input type="checkbox"/> 4.1 Goes above and beyond requirements <input type="checkbox"/> 4.2 Demonstrates an appropriately positive affect with students <input type="checkbox"/> 4.3 Seeks constructive solutions to problems <input type="checkbox"/> 4.4 Encourages students <input type="checkbox"/> 4.5 Displays a positive attitude to feedback from others <input type="checkbox"/> 4.6 Engages openly and actively with students <input type="checkbox"/> 4.7 Learns and adjusts from experience and reflection | <p>Comments regarding strengths/areas for growth:</p> | | | |
| <p align="center">5. Demonstrates preparedness in teaching and learning InTASC: 3(p)</p> | <p align="center">Below Standard 1 □</p> | <p align="center">Developing 2 □</p> | <p align="center">Proficient 3 □</p> | <p align="center">Advanced 4 □</p> |
| <input type="checkbox"/> 5.1 Comes to class planned and with needed materials <input type="checkbox"/> 5.2 Alters lessons in progress when needed | <p>Comments regarding strengths/areas for growth:</p> | | | |
| <p align="center">6. Exhibits an appreciation of and value for cultural and academic diversity InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)</p> | <p align="center">Below Standard 1 □</p> | <p align="center">Developing 2 □</p> | <p align="center">Proficient 3 □</p> | <p align="center">Advanced 4 □</p> |
| <input type="checkbox"/> 6.1 Demonstrates awareness of varied family structures <input type="checkbox"/> 6.2 Embraces all diversities/differences to include racial, SES, and learning styles <input type="checkbox"/> 6.3 Creates a "safe classroom" with zero tolerance of negativity to others <input type="checkbox"/> 6.4 Plans activities to raise student awareness and acceptance of differences <input type="checkbox"/> 6.5 Understands the importance of a positive school experience | <p>Comments regarding strengths/areas for growth:</p> | | | |

| | | | | |
|---|--|--|--|--|
| 7. Collaborates effectively with stakeholders InTASC: 1(k), 3(n), 3(q), 7(o) | Below Standard 1 <input type="checkbox"/> | Developing 2 <input type="checkbox"/> | Proficient 3 <input type="checkbox"/> | Advanced 4 <input type="checkbox"/> |
| <input type="checkbox"/> 7.1 Engages parent and guardian involvement | Comments regarding strengths/areas for growth: | | | |
| <input type="checkbox"/> 7.2 Disagrees respectfully | | | | |
| <input type="checkbox"/> 7.3 Possesses social awareness | | | | |
| <input type="checkbox"/> 7.4 Demonstrates Adaptability | | | | |
| <input type="checkbox"/> 7.5 Considers multiple perspectives in decision making | | | | |
| <input type="checkbox"/> 7.6 Maintains a respectful demeanor at all times | | | | |
| 8. Demonstrates self-regulated learner behaviors/takes initiative InTASC: 9(l), 9(n), 10(r), 10(t) | Below Standard 1 <input type="checkbox"/> | Developing 2 <input type="checkbox"/> | Proficient 3 <input type="checkbox"/> | Advanced 4 <input type="checkbox"/> |
| <input type="checkbox"/> 8.1 Recognizes own weaknesses and asks for support | Comments regarding strengths/areas for growth: | | | |
| <input type="checkbox"/> 8.2 Asks questions proactively and is self-directed | | | | |
| <input type="checkbox"/> 8.3 Researches and implements different and most effective teaching styles | | | | |
| <input type="checkbox"/> 8.4 Takes responsibility for knowing students and/or colleagues | | | | |
| 9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability | Below Standard 1 <input type="checkbox"/> | Developing 2 <input type="checkbox"/> | Proficient 3 <input type="checkbox"/> | Advanced 4 <input type="checkbox"/> |
| <input type="checkbox"/> 9.1 Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm | Comments regarding strengths/areas for growth: | | | |
| <input type="checkbox"/> 9.2 Does not overreact to criticism from other situations | | | | |
| <input type="checkbox"/> 9.3 Demonstrates perseverance and resilience | | | | |
| <input type="checkbox"/> 9.4 Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses | | | | |
| <input type="checkbox"/> 9.5 Demonstrates empathy | | | | |

Additional Comments:

Evaluator's Signature:

(Type in the name and then check the correct box. The check indicates an electronic signature.)

Cooperating Teacher

University Supervisor

Teacher Candidate's Signature:

(Type in the name and then check the box. The check indicates an electronic signature.)