

TEXAS A&M UNIVERSITY

College of Education

MIDPOINT

SUMMATIVE EVALUATION

Student Teacher _____

Cooperating Teacher _____

University Supervisor _____

School _____ District _____

Grade Level _____ Major _____

EVALUATION CRITERIA:

- 4 = Exceeds expectations
3 = Proficient
2 = Growth in progress
1 = Needs significant improvement
N/A = Not Applicable
N/O = Not Observed

Domain I: Student Participation in the Learning Process

STUDENTS:

- 1. Are actively engaged and successful in learning.
2. Demonstrate critical thinking and problem-solving.
3. Connect learning to life applications.

Three empty boxes for student evaluation.

Domain II: Learner-Centered Instruction

A. PLANNING AND PREPARATION

- 1. Exhibits knowledge of subject matter.
2. Aligns instructional strategies with lesson objectives.
3. Integrates content effectively.
4. Plans for differences in learner(s) needs and abilities.
5. Demonstrates resourcefulness and creativity.
6. Uses a variety of instructional materials.
7. Provides organized and accessible materials.

Seven empty boxes for planning and preparation evaluation.

B. INSTRUCTIONAL SKILLS—PROCEDURAL

- 1. Starts class promptly with little confusion.
2. States purpose, objectives, and procedures for lessons.
3. Maintains lesson pace.
4. Gives procedural and instructional directions clearly.
5. Uses appropriate transitional techniques.
6. Adapts to student attention span.

Six empty boxes for instructional skills—procedural evaluation.

C. INSTRUCTIONAL SKILLS—TEACHING STRATEGIES

- 1. Focuses student attention by motivational techniques.
2. Relates lesson to prior knowledge and life experiences.
3. Presents lessons in an organized manner.
4. Models lesson expectations.
5. Uses questioning strategies for higher-level thinking.
6. Uses cooperative learning regularly and effectively.
7. Engages students in inquiry techniques.
8. Uses available technology effectively.
9. Uses manipulative materials appropriately.
10. Uses techniques that modify and extend student learning.
11. Engages students in lesson closure.

Eleven empty boxes for teaching strategies evaluation.

Domain III: Evaluation and Feedback

A. STUDENT EVALUATION

- 1. Monitors students' participation and progress.
2. Provides immediate and constructive feedback.
3. Bases evaluation on instructional goals/objectives.
4. Uses formal and informal assessment strategies.
5. Encourages student self-evaluation.
6. Provides opportunities for re-teaching and enrichment.
7. Provides evidence of student achievement.

Seven empty boxes for student evaluation evaluation.

B. SELF-EVALUATION

- 1. Uses reflective thinking to analyze instruction.
2. Recognizes need for improvement and implements change.

Two empty boxes for self-evaluation evaluation.

Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials

A. PREVENTIVE MAINTENANCE AND ORGANIZATION

- 1. Is aware of total teaching situation.
2. Establishes clear rules and procedures.
3. Anticipates problems and plans prevention.
4. Maximizes student time on task.
5. Manages classroom routines effectively.
6. Uses classroom arrangement to enhance learning.

Six empty boxes for preventive maintenance and organization evaluation.

B. SUPPORTIVE MANAGEMENT TECHNIQUES

- 1. Encourages self-discipline.
2. Respects diversity among students.
3. Teaches students to exhibit respect for others.
4. Establishes risk-free environment.
5. Maintains positive rapport with students.

Five empty boxes for supportive management techniques evaluation.

- 6. Seeks to know each student as an individual.
7. Reinforces appropriate behavior through encouragement.

Two empty boxes for list items 6 and 7 evaluation.

C. CORRECTIVE MANAGEMENT TECHNIQUES

- 1. Exhibits a balance of fairness and firmness.
2. Enforces rules consistently and fairly.
3. Redirects inappropriate behavior promptly.
4. Shows disapproval of behavior but acceptance of student.
5. Remains calm in dealing with conflict and disagreement.

Five empty boxes for corrective management techniques evaluation.

Domain V: Professional Competencies

A. COMMUNICATION

- 1. States academic and behavioral expectations.
2. Communicates on students' level of understanding.
3. Listens with empathy and respect for others.
4. Demonstrates enthusiasm for students and subject matter.
5. Incorporates students' opinions and ideas.
6. Uses effective verbal and nonverbal communication.
7. Uses appropriate and accurate oral and written communication.
8. Projects voice appropriately.
9. Avoids overused phrases (OK, Shhh, You know).

Nine empty boxes for communication evaluation.

B. RELATIONSHIPS

- 1. Is dependable.
2. Displays courtesy and respect.
3. Is receptive to suggestions.
4. Adapts in a flexible manner.
5. Maintains a sufficient level of energy.
6. Is discreet with confidential information.

Six empty boxes for relationships evaluation.

C. RESPONSIBILITIES

- 1. Abides by school operation schedule.
2. Meets responsibilities promptly.
3. Takes initiative in performing tasks.
4. Maintains professional dress and behavior.
5. Attends seminars and school related meetings.

Five empty boxes for responsibilities evaluation.

Domain VI: Professional Development

- 1. Engages in professional development activities.
2. Works cooperatively with teachers, staff and supervisor.
3. Exhibits dispositions conducive to professionalism.

Three empty boxes for professional development evaluation.

Domain VII: Compliance with Requirements

- 1. Shows respect for others.
2. Creates a safe and orderly learning environment.

Two empty boxes for compliance with requirements evaluation.

Student Teacher Signature/Date

Cooperating Teacher Signature/Date

University Supervisor Signature/Date