

## Midterm evaluation

Student teachers should use this evaluation report as guide for further reflection, action, and discussion.

At a point early in his/her primary responsibility for the classroom, the student teacher completes the midterm self-evaluation. This self-evaluation is discussed by the college supervisor and cooperating teacher, and their comments are shared with the student teacher at a conference. Additional follow-up meetings may be necessary.

### Part I: The “Basics”

For each category, give a rating.

3 = exceeds expectations

2 = meets expectations

1 = does not meet expectations

For any category rated as 1, *does not meet expectations* there should be commentary added with explanation and/or advice.

Basic necessities	Student Teacher self-evaluation rating	Cooperating Teacher rating	College Supervisor rating
Preparation of long-term, multi-day, unit lesson plans			
Preparation of daily lessons: materials, activities, content			

Comments on these first categories (continues next page)

**For each category, give a rating.**

**3 = exceeds expectations**

**2 = meets expectations**

**1 = does not meet expectations**

**Any area rated “1” must have further commentary.**

<b>Basic necessities</b>	<b>Student Teacher self-evaluation rating</b>	<b>Cooperating Teacher rating</b>	<b>College Supervisor rating</b>
<b>Successful classroom management routines</b>			
<b>Appropriate communication with cooperating teacher and other professionals</b>			
<b>Appropriate communications with students and families</b>			

Comments on these categories (continues next page):

**For each category, give a rating.**

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**2 = meets expectations**

**1 = does not meet expectations**

**Any area rated “1” must have further commentary.**

<b>Basic necessities</b>	<b>Student Teacher self-evaluation rating</b>	<b>Cooperating Teacher rating</b>	<b>College Supervisor rating</b>
<b>Demonstrated professional behaviors, including timeliness, responsibility, dependability</b>			
<b>Demonstrated professional dispositions toward learners and learning</b>			

Comments on these categories:

## Part IIa. Student Teacher Self-Evaluation: Classroom Work

1. Please describe a very positive or successful element of your student teaching experience so far ...
2. Please describe a frustrating or negative aspect of your student teaching experience to date...
3. Name an area or aspect of teaching that you could have been better prepared for *by activities or classes on campus at Warren Wilson...*
4. What do you hope your students are saying to their families about you as a teacher?
5. How could observations be made more useful to you?
6. What do you want to accomplish before you finish student teaching? Are there Warren Wilson resources that you need in order to do this?

**Part IIb. Student Teacher Self-Evaluation: The “Four Envelopes” Reflective Process**

USE THIS SPACE to indicate your progress with this project to date and to raise any questions or concerns that need to be discussed with either your college supervisor or cooperating teacher.

**Quality #1: passion for, and commitment to, diverse learners and their learning**

EXAMPLES: The student teacher demonstrated caring and concern for the students in his/her charge. The student teacher used knowledge of his/her students in order to create appropriate learning activities and experiences for students. The student teacher worked to understand students, parents, and the community through participation in the school and beyond. The student teacher successfully built on theoretical understandings of human development through practical teaching experiences.

**Quality #2: agility and creativity in teaching, based on knowledge of academic subjects**

EXAMPLES: The student teacher planned and executed lessons and designed instructional activities based on his /her knowledge of particular subjects. The student teacher drew on experiences from the liberal arts, work, and service requirements at Warren Wilson College. The student teacher was agile in adapting teaching strategies to the needs of students; the student teacher was creative in preparing materials to fit the understanding of the students in the classroom.

**Quality #3: initiative and responsibility in managing and monitoring student development and learning**

**EXAMPLES:** The student teacher demonstrated understanding of how to create and maintain a positive atmosphere for learning. The student teacher ensured that students were treated fairly both in the student teacher's own actions and by others in the classroom. The student teacher assessed and documented student progress and used that information to shape curriculum and instruction.

**Quality #4: self-reliance and collegiality within the teaching profession**

**EXAMPLES:** The student teacher has learned to stand on his/her own as a teacher, but knows how to get the support, help, or advice that is needed. The student teacher has worked within a school's community, serving on committees or taking part in projects that go beyond the work of the individual classroom. (including grade level teams and coordination with specialty area teachers). The student teacher may have participated in the wider public or educational community in ways that have contributed to his/her knowledge of the roles and responsibilities of the teaching profession.

**Part III. Notes on Our Discussion: Performance Assessment Notes on Our Discussion: Performance Assessment During Primary Responsibility for the Classroom (To be completed by the Cooperating Teacher and Warren Wilson College Supervisor)**

**You are doing a good job with ...**

**We would like you to work further on (with our help) ...**

**You show improvement in ...**

**Other important things to know:**

**Warren Wilson College Teacher Education Program**  
**Midterm evaluation: Progress Toward Program Goals**

The cooperating teacher and college supervisor will discuss and rate the *development of this student so far* toward each of the qualities promoted by the Warren Wilson College Teacher Education Program.

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