

PACIFIC UNIVERSITY COLLEGE OF EDUCATION MIDPLACEMENT STUDENT TEACHING PROGRESS REPORT

Student Teacher (Candidate) _____ Semester/Year _____

Mentor Teacher _____ Subject/Grade _____

School _____ District _____

Directions: This evaluation form provides midplacement feedback to the student teacher and Pacific University faculty members. The following standards, set by Teacher Standards and Practices Commission (TSPC) and Pacific University College of Education faculty members, require student teachers to demonstrate the knowledge, skills, and competencies necessary for good teaching and learning at the following license level (check appropriate level):

Early Childhood _____ Elementary _____ Middle Level _____ High School _____

Circle the level of proficiency demonstrated by the student teacher at this point in the student teaching experience. By the conclusion of the student teaching experience, student teachers should be able to demonstrate proficiency at a level 3 or above in each of the standards in order to earn the Oregon Initial Teaching License.

Rating Scale for Standards One through Five:

0	1 – 2	3 – 4	5 - 6
Not yet able to demonstrate the knowledge, skills, and competencies needed to meet the needs of many learners. (Has not met the standards for the Initial Teaching License during this practicum.)	Developing awareness and beginning to demonstrate the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Has the potential to meet the standards for the Initial Teaching License.)	Knows and demonstrates the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Regularly meets the standards for the Initial Teaching License.)	Knows and demonstrates well the knowledge, skills, and competencies needed to meet the needs of most diverse learners. (Exceeds the standards for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)

STANDARD 1: PLAN FOR INSTRUCTION Candidate plans instruction that supports student progress in learning and is appropriate for the developmental level and demonstrates ability to:	No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.
a. Select or write learning goals for units of instruction that are consistent with the school's long term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one's students;		0 1 2 3 4 5 6
b. Determine the current performance level of one's students with respect to the learning goals established for a unit of instruction;		0 1 2 3 4 5 6
c. Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;		0 1 2 3 4 5 6
d. Determine content, skills and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;		0 1 2 3 4 5 6
e. Select and organize materials, equipment, and technologies needed to teach a unit of instruction;		0 1 2 3 4 5 6
f. Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds;		0 1 2 3 4 5 6
g. Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.		0 1 2 3 4 5 6
Composite Score for Standard One:		0 1 2 3 4 5 6

STANDARD 2: ESTABLISH CLASSROOM CLIMATE Candidate establishes a classroom climate conducive to learning and demonstrates ability to:	No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.						
a. Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;		0	1	2	3	4	5	6
b. Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;		0	1	2	3	4	5	6
c. Employ equitable practices that are just and that support a least restrictive environment for all students;		0	1	2	3	4	5	6
d. Model and reinforce classroom social behavior that supports student learning and development;		0	1	2	3	4	5	6
e. Use knowledge of the influence of the physical, social, and emotional climates of students' homes and the community to optimize motivation, learning, and behavior;		0	1	2	3	4	5	6
f. Monitor student conduct, and take appropriate action when misbehavior occurs;		0	1	2	3	4	5	6
g. Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;		0	1	2	3	4	5	6
h. Use classroom time effectively to provide maximum time for learning;		0	1	2	3	4	5	6
i. Manage instructional transitions decisively and without loss of instructional time;		0	1	2	3	4	5	6
j. Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons;		0	1	2	3	4	5	6
k. Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.		0	1	2	3	4	5	6
Composite Score for Standard Two:		0	1	2	3	4	5	6

STANDARD 3: STANDARDS BASED TEACHING Candidate engages students in planned learning activities and demonstrates ability to:	No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.						
a. Choose organizational structures appropriate for the objectives of instruction;		0	1	2	3	4	5	6
b. Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;		0	1	2	3	4	5	6
c. Implement instructional plans that employ knowledge of subject matter and basic skills;		0	1	2	3	4	5	6
d. Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;		0	1	2	3	4	5	6
e. Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking;		0	1	2	3	4	5	6
f. Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.		0	1	2	3	4	5	6
Composite Score for Standard Three:		0	1	2	3	4	5	6

STANDARD 4: ASSESSMENT Candidate evaluates, acts upon, and reports student progress in learning and demonstrates ability to:	No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.						
a. Select or develop non-biased, valid and reliable tests, performance measures, observations, student interviews, or other formal or informal assessment procedures to determine the progress of all students;		0	1	2	3	4	5	6
b. Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;		0	1	2	3	4	5	6
c. Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;		0	1	2	3	4	5	6
d. Assemble, reflect upon, interpret and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further instruction.		0	1	2	3	4	5	6
Composite Score for Standard Four:		0	1	2	3	4	5	6

STANDARD 5: CONTENT KNOWLEDGE Candidate employs pedagogical content knowledge and demonstrates ability to:	No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.						
a. Understand the subject(s) being taught and appreciate how knowledge in that subject is created, organized, and linked to other disciplines and applied in real-world settings;		0	1	2	3	4	5	6
b. Select and sequence disciplinary content to support future learning in and out of school;		0	1	2	3	4	5	6
c. Evaluate students' initial conceptions and provide opportunities to gain a deeper and more useful understanding;		0	1	2	3	4	5	6
d. Present content in a variety of ways that are clear and appropriate for students;		0	1	2	3	4	5	6
e. Adapt/modify content knowledge for exceptional learners, including talented and gifted;		0	1	2	3	4	5	6
f. Link content to students' knowledge, experience and interests as well as to other content disciplines and real world phenomena;		0	1	2	3	4	5	6
g. Utilize a range of instructional resources and technology tools to enhance learning;		0	1	2	3	4	5	6
h. Engage students in pedagogically powerful applications of technology that foster learning;		0	1	2	3	4	5	6
i. Provide opportunities for students to use content knowledge to think and problem solve.		0	1	2	3	4	5	6
Composite Score for Standard Five:		0	1	2	3	4	5	6

Rating Scale for Standard Six: PROFESSIONAL BEHAVIOR

0	1 – 2	3 – 4	5 - 6						
Not yet able to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has not met Standard Six for the Initial Teaching License during this student teaching practicum.)	Developing awareness and beginning to demonstrate professional behaviors, ethics, and values required of a licensed educator. (Has the potential to meet Standard Six for the Initial Teaching License.)	Knows and demonstrates on a regular basis the professional behaviors, ethics, and values required of a licensed educator. (Regularly meets Standard Six for the Initial Teaching License.)	Knows and demonstrates well professional behaviors, ethics, and values required of a licensed educator. (Exceeds Standard Six for the Initial Teaching License. Candidate performs at the level expected of an experienced teacher.)						
STANDARD 6: PROFESSIONAL BEHAVIOR Candidate exhibits professional behaviors, ethics, and values and demonstrates ability to:		No opportunity to demonstrate proficiency	Rating Scale – circle the appropriate number that describes the level of proficiency at this time.						
a. Be dependable, conscientious, and punctual;			0	1	2	3	4	5	6
b. Meet work schedule demands;			0	1	2	3	4	5	6
c. Be aware of the importance of dressing appropriately;			0	1	2	3	4	5	6
d. Be aware of, and act in accordance with, school policies and practices;			0	1	2	3	4	5	6
e. Understand the organizational culture and expectations that operate within a school and that impact students and student learning;			0	1	2	3	4	5	6
f. Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;			0	1	2	3	4	5	6
g. Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;			0	1	2	3	4	5	6
h. Perform advisory functions for students in formal and informal settings;			0	1	2	3	4	5	6
i. Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;			0	1	2	3	4	5	6
j. Exhibit energy, drive and determination to make one's school and classroom the best possible environment for teaching and learning;			0	1	2	3	4	5	6
k. Exhibit energy, drive and determination to become a professional educator.			0	1	2	3	4	5	6
Composite Score for Standard Six:			0	1	2	3	4	5	6

Comments: If you gave a rating of less than '3' on any competency, please elaborate. _____

Goals for remainder of student teaching: _____

Name of Evaluator

Signature of Evaluator

Date

Please return completed form to University Supervisor

*Copies to Mentor Teacher, Student Teacher, and Candidate's file
Revised 8/07*