



Elementary Education Mentor Student Teaching Evaluation

Midterm Final

SP2021

Student Name: _____ Date: _____

Mentor Teacher: _____ School: _____ Grade: _____

The mentor will use this form to evaluate the student teacher in their classroom. The appropriate ratings should be entered below. This information will be included in the Conference Summary report where the mentor teacher, supervisor, and student teacher will sign verifying agreement. This form becomes a part of the student teacher's permanent record.

Utah Effective Teaching Standards		Average Scores
Learner and Learning	S1 Learner Development	0.00
	S2 Learning Differences	0.00
	S3 Learning Environment	0.00
Instructional Practices	S4 Content Knowledge	0.00
	S5 Assessment	0.00
	S6 Instructional Planning	0.00
	S7 Instructional Strategies	0.00
Professional Responsibility	S8 Reflection/Continuous Growth	0.00
	S9 Leadership and Collaboration	0.00
	S10 Professional/Ethical Behavior	0.00
ESL Endorsement		0.00
Add up Average Scores and Divide by 11 = Total Score		0.00

INSTRUCTIONS

Transfer the average scores from each page to the front of this form. Add the average scores to find the total score.

Grades/Scores

Check the average score given with the corresponding grade below:

A	3.8 – 4.0
A-	3.6 - 3.7
B+	3.5
B	3.3 – 3.4
B-	3.2
C+	3.1
C	3.0
C-	2.8 – 2.9
D+	2.7
D	2.5 – 2.6
D-	2.4
F	2.3

Mentor Teacher Signature: _____

Instructions for completion of the Student Teaching Evaluation:

The evaluation outlines categories consistent with the Dixie State University Department of Education and the Utah Effective Teaching Standards (UETS). The standards are included below.

This form becomes a part of the student teacher's permanent record and will be available to principals and human resource personnel. As you score the teacher candidate, remember that your evaluation is for a beginning teacher, one who is likely to start teaching the next school year.

To give a complete picture of the skills of the teacher candidate, it is important for prospective employers to have both quantitative and qualitative data. The evaluation includes a section for both. It is important for the mentor teacher and the supervisor to complete all portions of this report as completely as possible.

Utah Effective Teaching Standards:

LEARNER AND LEARNING

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teacher candidates must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.

Standard 1 –Learner Development

Standard 2 – Learning Differences

Standard 3 –Learning Environment

INSTRUCTIONAL PRACTICE

Effective instructional practice requires that teacher candidates have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in the real-world settings and address meaningful issues. They must also understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways to assure learner mastery of the content.

Standard 4 –Content Knowledge

Standard 5 –Assessment

Standard 6 –Instructional Planning

Standard 7 – Instructional Strategies

PROFESSIONAL RESPONSIBILITY

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teacher candidates must engage in meaningful, intensive professional learning by regularly examining practice through ongoing study, self-reflection, and collaboration. They must be aware of legal and ethical requirements and engage in the highest levels of professional and ethical conduct.

Standard 8 – Reflection/Continuous Growth

Standard 9 –Leadership/Collaboration

Standard 10 – Professional/Ethical Behavior

QUANTITATIVE SECTION

Read the descriptions of the performance levels in each category, and rate the teacher candidate's performance on the 1-4 scale and check the corresponding box. (See Scoring Rubric Below)

If you feel the student is performing between levels, you can give a score such as, 3.5.

Student Teaching Evaluation Scoring Rubric for Performance Ratings:

Proficient Skills	4	Student teacher demonstrates proficient skills. Student teacher <i>consistently</i> meets the indicator. He/she accomplishes the task at least 90% of the time.
Basic Skills	3	Student teacher demonstrates basic skills. Student teacher <i>generally</i> meets the indicator. He/she accomplishes the task at least 75% of the time.
Needs Work	2	Student teacher demonstrates emerging skills. Student teacher <i>partially</i> meets the indicator. He/she accomplishes the task(s) only 50% of the time.
Not Acceptable	1	Student is not able to perform the task successfully, uses inappropriate instructional strategies or makes inappropriate decisions.

CATEGORY 1: LEARNER AND LEARNING		
Standard 1: Learner Development – The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.		
Performance Ratings for Standard 1: Learner Development		Enter Score 1-4
1a	Creates developmentally appropriate and challenging learning experiences to explicitly address each student's learning strengths, interests, and needs.	
1b	Collaborates with families, colleagues, and other professionals to promote student growth and development.	
Total Score for Standard 1: Learner Development <u> 0.00 </u> divided by 2 = Average Score <u> 0.00 </u>		

CATEGORY 1: LEARNER AND LEARNING		
Standard 2: Learning Differences – The teacher understands individual learner differences and cultural linguistic diversity.		
Performance Ratings for Standard 2: Learning Differences		Enter Score 1-4
2a	Understands individual learner differences, and holds high expectations of students.	
2b	Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs.	
2c	Allows students different ways to demonstrate learning that are sensitive to multiple and diverse experience.	
2d	Creates a learning culture that encourages individual learners to persevere and advance.	
2e	Incorporates tools of language development into planning and instruction, and supports development of English proficiency through speaking, listening, reading and writing.	
Total Score for Standard 2: Learning Differences <u> 0.00 </u> divided by 5 = Average Score <u> 0.00 </u>		

CATEGORY 1: LEARNER AND LEARNING		
Standard 3: Learning Environment – The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagement in learning and self-motivation.		
Performance Ratings for Standard 3: Learning Environment		Enter Score 1-4
3a	Establishes and monitors consistent procedures and standards to develop self-directed learners who internalize classroom routines, expectations, and procedures.	
3b	Establishes a positive learning climate of openness, respectful interactions, responsibility, support, and inquiry.	
3c	Uses a variety of classroom management strategies to effectively maintain a positive learning environment.	
3d	Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage students in learning.	
3e	Uses appropriate technology and media resources to enhance instruction & extend the learning environment.	
3f	Fosters an environment that encourages students to use higher-order thinking skills in various real-world contexts.	
Total Score for Standard 3: Learning Environment <u>0.00</u> divided by 6 = Average Score <u>0.00</u>		

CATEGORY 2: INSTRUCTIONAL PRACTICE		
Standard 4: Content Knowledge – The teacher understands the central concepts, tools of inquiry and structures of the discipline.		
Performance Ratings for Standard 4: Content Knowledge		Enter Score 1-4
4a	Knows and uses content knowledge and conveys accurate information and concepts to give compelling lessons with rich and varied details.	
4b	Demonstrates awareness of Utah core standards.	
4c	Supports students in learning and using academic language accurately and meaningfully.	
Total Score for Standard 4: Content Knowledge <u> 0.00 </u> divided by 3 = Average Score <u> 0.00 </u>		

CATEGORY 2: INSTRUCTIONAL PRACTICE		
Standard 5: Assessment – The teacher used multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.		
Performance Ratings for Standard 5: Assessment		Enter Score 1-4
5a	Uses formative and summative assessments that match learning objectives.	
5b	Identifies the elements of quality work and provides students with descriptive feedback to guide their progress.	
5c	Adjusts assessment methods to provide accommodations for diverse students.	
5d	Uses data to assess the effectiveness of instruction and to make adjustments in planning and instruction.	
5e	Documents student progress and provides descriptive feedback to students in a variety of ways.	
Total Score for Standard 5: Assessment <u> 0.00 </u> divided by 5 = Average Score <u> 0.00 </u>		

CATEGORY 2: INSTRUCTIONAL PRACTICE		
Standard 6: Instructional Planning – The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices and the community context.		
Performance Ratings for Standard 6: Instructional Planning		Enter Score 1-4
6a	Plans instruction based on Utah Core Standards.	
6b	Creates learning experiences that are appropriate for reaching content standards relevant to learners, and based on principles of effective instruction.	
6c	Differentiates instruction for individuals and groups of students by choosing appropriate strategies, accommodations, and resources.	
6d	Creates opportunities for students to generate and evaluate new ideas, seek inventive solutions to problems, and create original work.	
6e	Integrates cross-disciplinary skills into instruction to purposefully engage learners in applying content knowledge.	
Total Score for Standard 6: Instructional Planning <u> 0.00 </u> divided by 5 = Average Score <u> 0.00 </u>		

CATEGORY 2: INSTRUCTIONAL PRACTICE		
Standard 7: Instructional Strategies – The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections. The teacher builds skills to apply and extend knowledge in meaningful ways.		
Performance Ratings for Standard 7: Assessment		Enter Score 1-4
7a	Understands and practices a range of developmentally, culturally, and linguistically appropriate instructional strategies.	
7b	Uses appropriate strategies and resources to adapt instruction and varies roles to meet the needs of individuals and groups of learners.	
7c	Analyzes student errors and misconceptions in order to redirect, focus, and deepen learning.	
7d	Uses a variety of instructional strategies to support and expand each learner’s communication skills.	
7e	Provides multiple opportunities for students to develop higher-order and meta-cognitive skills.	
7f	Provides opportunities for students to understand, question, and analyze information from multiple and diverse sources and perspectives to answer questions and solve real-world problems.	
7g	Supports content and skill development by using multiple media and technology resources and knows how to evaluate these resources for quality, accuracy, and effectiveness.	
7h	Uses a variety of questioning strategies to promote engagement and learning.	
Total Score for Standard 7: Instructional Strategies <u> 0.00 </u> divided by 8 = Average Score <u> 0.00 </u>		

CATEGORY 3: PROFESSIONAL RESPONSIBILITY		
Standard 8: Reflection and Continuous Growth – The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.		
Performance Ratings for Standard 8: Reflection and Continuous Growth		Enter Score 1-4
8a	Uses a variety of data to evaluate the outcomes of teaching and learning to reflect on and adapt planning and practice.	
8b	Actively seeks professional, community and technological learning experience for reflection and problem solving.	
8c	Recognizes and reflects on personal and professional biases and accesses resources to deepen understanding of differences.	
8d	Actively considers new ideas and improves teaching and learning by drawing on current research.	
Total Score for Standard 8: Reflection and Continuous Growth <u> 0.00 </u> divided by 4 = Average Score <u> 0.00 </u>		

CATEGORY 3: PROFESSIONAL RESPONSIBILITY		
Standard 9: Leadership and Collaboration – The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.		
Performance Ratings for Standard 9: Leadership and Collaboration		Enter Score 1-4
9a	Actively participates in shared responsibility for decision making and accountability for each student’s learning.	
9b	Advocates for the learners, the school, the community, and the profession.	
9c	Works with other school professionals to plan and jointly facilitate learning to meet diverse needs of learners.	
9d	Engages in professional learning to enhance knowledge and skill.	
Total Score for Standard 9: Leadership and Collaboration <u> 0.00 </u> divided by 4 = Average Score <u> 0.00 </u>		

CATEGORY 3: PROFESSIONAL RESPONSIBILITY		
Standard 10: Professional and Ethical Behavior – The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277 – 515.		
Performance Ratings for Standard 9: Leadership and Collaboration		Enter Score 1-4
10a	Understands and is responsible for compliance with state and local policies.	
10b	Demonstrates legal, moral, ethical conduct, and acts as a role model.	
10c	Maintains integrity and confidentiality in matters concerning student records and collegial consultation.	
10d	Collaborates with and demonstrates a professional disposition with mentors, supervisors, peers, and students	
Total Score for Standard 10: Professional and Ethical Behavior <u> 0.00 </u> divided by 4 = Average Score <u> 0.00 </u>		

Transfer the average scores from each of the categories to the front of the evaluation. (Page 1)

QUALITATIVE SECTION

Please write a narrative description of the student teacher's demonstration of each respective category. These comments should reflect evidence of activities, projects, or strategies the student teacher has planned and/or implemented in the classroom.

Category I – Learner and Learning: Evidence of teacher candidate's performance specific to standards 1, 2, and 3.

Category II – Instructional Practice: Evidence of teacher candidate's performance specific to standards 4, 5, 6 and 7.

Category III – Professional Responsibility: Evidence of teacher candidate's performance specific to standards 8, 9 and 10 standards.

ESL Endorsement – Teacher candidate: <ul style="list-style-type: none"> • Demonstrates understanding of language as a system, and language acquisition and development • Uses major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct supportive learning environments • Uses evidence-based practices and strategies to plan, implement, differentiate and manage standards-based ESL and content instruction. • Demonstrates understanding of issues and concepts of assessment and uses standards 	
Language	Enter Score 1-4
<ul style="list-style-type: none"> • Utilizes activities that use all language skills (reading, writing, listening and speaking). • Introduces key vocabulary words using the four skills, (reading, writing listening and speaking). • Speech is appropriate for students’ proficiency level (slower rate, enunciation, simple sentence structure for beginners). 	
Culture	Enter Score 1-4
<ul style="list-style-type: none"> • Designs classrooms that are supportive, positive climates of learning for culturally and linguistically diverse ELL students. • Uses a range of resources, including the internet, to learn about world cultures and specifically the cultures of students in their classroom, selects, adapts, and uses culturally responsive, age-appropriate, and linguistically accessible materials. 	
Instruction	Enter Score 1-4
<ul style="list-style-type: none"> • Focuses on individual educational needs of ELL students. • Uses information about their students’ academic backgrounds to choose appropriate and effective teaching techniques • Explicitly links concepts to students’ cultural background experiences. • Plans for multi-level instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for students to successfully meet learning objectives. 	
Assessment	Enter Score 1-4
<ul style="list-style-type: none"> • Assessment issues relate to ELLs. (bias, additional time, format/test settings, accountability, validity, etc.). • Assesses students’ content learning by using multiple measures and procedures for developmental needs of ELL students. • Assesses students’ language learning by using multiple measures and procedures for developmental needs of ELL students. 	
Total Score: <u> 0.00 </u> Divided by # of Standards Observed = Average Score <u> 0.00 </u>	

Evidence of teacher candidate’s performance specific to ESL Practices and Strategies: