

SUNY OSWEGO CURRICULUM AND INSTRUCTION DEPARTMENT
MID-COURSE STUDENT TEACHING EVALUATION FORM

- PURPOSES:** To provide formative feedback on the candidate’s performances and dispositions at the mid-point in the student teaching course; to identify areas of strength and areas for growth; to promote goal-setting and reflection.
- COMPLETION:** The cooperating teacher and the candidate individually complete the Mid-Course Student Teaching Evaluation Form at mid-point of the placement as indicated on the syllabus. They subsequently discuss their ratings, areas of particular strength, and goals for the remaining weeks of the course.
- SUBMISSION:** The cooperating teacher provides their signed copy of the completed Mid-Course Student Teaching Evaluation Form to the supervisor after it has been discussed with the student teacher.

Student Teacher: _____ Date: _____

Cooperating Teacher: _____ Supervisor: _____

Use the rating scale below to provide formative feedback on the student teacher’s performances and dispositions. Write your rating for each item in the blank to the right. At the end of each section, briefly highlight any particular areas of strength and/or state any goals you have set for the remaining weeks of the current student teaching course.

- 3-Consistently: Demonstrates the disposition or performance in a consistent, ongoing manner.
- 2-Generally: Demonstrates the disposition or performance in general, but not always.
- 1-Occasionally: Demonstrates the disposition or performance on occasion or is just beginning to do so.
- 0-Not Yet: Has not yet demonstrated the disposition or performance.
- Not Applicable: Is not able to demonstrate the performance or disposition in the current teaching context.

The student teacher actively seeks to learn about...	Selected Rating
1. ...the school and community and their characteristics and priorities.	
2. ...the curriculum.	
3. ...school and classroom practices, routines, and procedures.	
4. ...the students and their individual needs.	
5. ...resources available to support teaching and student learning.	
6. ...people and services available to support teaching and student learning.	
Strengths:	
Goals:	

The student teacher’s lesson planning and preparation...	Selected Rating
7. ...are done in advance and with sufficient time for review and feedback.	
8. ...are thorough.	
9. ...are appropriate for promoting student learning of the curriculum and standards.	
10. ...are appropriate for the students and their learning needs.	
11. ...incorporate feedback and show continuous growth.	
Strengths:	
Goals:	

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The student teacher's instruction...	Selected Rating
12. ...is accurate.	
13. ...is well communicated.	
14. ...meaningfully engages all students.	
15. ...incorporates appropriate and multimodal learning strategies and resources.	
16. ...is well-managed.	
Strengths:	
Goals:	

The student teacher's assessment of student learning...	Selected Rating
17. ...is accurate.	
18. ...is on-going.	
19. ...is appropriate for the learning objectives and the students.	
20. ...is done using a variety of approaches.	
21. ...incorporates meaningful feedback.	
Strengths:	
Goals:	

The student teacher demonstrates professional behaviors through...	Selected Rating
22. ...communication and interactions with cooperating teacher and other adults.	
23. ...communication and personal interactions with students.	
24. ...attendance and punctuality.	
25. ...judicious use of time during the school day.	
26. ...organization.	
27. ...accuracy and completeness of record-keeping.	
28. ...appropriate use of technology during the school day.	
29. ...active and on-going reflection on feedback and teaching/learning outcomes.	
30. ...commitment to professional learning.	
Strengths:	
Goals:	

Additional Comments (optional):

Signature:

Date: