SONOMA STATE UNIVERSITY
Multiple Subject Credential Program
Midterm & Final Evaluation of Student Teaching

CANDIDATE __________________________  MENTOR ___________________________________  SUPERVISOR ____________________________

This form is used at midterm and the end of student teaching to record progress toward the standards of teaching performance expected of beginning teachers by the completion of the Multiple Subject Program. Toward that end, we base the assessment on CTC’s Teacher Performance Expectations and The California Standards for the Teaching Profession. This assessment should be used as the basis for reflection, goal setting, and remediation when needed. If needed, record anecdotal information of any significant teaching performance on additional pages.

Directions for Candidates (both midterm & end of term)

Reflectively consider your student teaching up to this point in the program. Think carefully about what you are doing well and areas in which you need to grow. Review all of the criteria within each category of Teaching Performance. For each, select the appropriate TPE/CSTP Indicator Symbols (below). Have a midterm/final evaluation discussion with your mentor. Sign the last page of the form following your discussion.

Directions for Mentor Teachers (both midterm & end of term)

Consider your student teacher’s growth and the many experiences the candidate has had in your class up to this point, being mindful of whether they are Part-Time (1st semester) or Full-Time (2nd semester) student teachers. Review each Teacher Performance Category and select a few criteria per category that you would like to discuss with your student teacher. Use the TPE/CSTP Indicator Symbols (below) to highlight them. Ideally you will be able to select a few areas of relative strength and next steps. Select areas of struggle or concern only when necessary. Have a midterm/final evaluation discussion with your student teacher. Based on your evaluation of each category, assign a rubric score according to the score descriptions and complete the final comments at the end of the form. Sign the last page of the form following the discussion.

Directions for Supervisors (at least once per term)

At least one time per semester, participate in a 3-way evaluation conversation with the Candidate and Mentor Teacher in which you review and discuss the candidate’s midterm final evaluation. If you do not participate in a midterm or final evaluation, follow up with the mentor teacher regarding any next steps or areas of concern/struggle. Sign the last page of the form following this discussion. For any candidate who has been identified as a student of concern prior to midterm, participate in both the midterm and final evaluation.

<table>
<thead>
<tr>
<th>TPE/CSTP Indicator symbols</th>
<th>Part-Time Student Teacher Rubric Score Descriptors</th>
<th>Full-Time Student Teacher Rubric Score Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Area of Relative Strength</td>
<td>0 Serious Concern</td>
<td>0 Not Met or Unacceptable</td>
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<tr>
<td>⇨ Next Step Area - something you intend to work on soon</td>
<td>1 Not Met at a Beginning Level of Competence</td>
<td>1 Occasionally</td>
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<tr>
<td>— Area of Struggle or Concern</td>
<td>2 Met at a Beginning Level of Competence</td>
<td>2 Frequently</td>
</tr>
<tr>
<td>NY  Not yet focusing on this (but not a concern)</td>
<td>3 Consistent Strength</td>
<td>3 Consistent Strength</td>
</tr>
<tr>
<td></td>
<td>4 Above Expectation for this Level</td>
<td>4 Above Expectations for this Level</td>
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### Creating an Effective Environment: TPE 2 & CSTP A
(enter rubric score in the appropriate column to the right)

<table>
<thead>
<tr>
<th>MidTerm</th>
<th>Final</th>
<th>Descriptors</th>
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<td>(enter a few +, ⇨, — or NY in the appropriate column to the left)</td>
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**NOTES:**
- Shows interest in all students as individuals
- Establishes a climate that promotes reflects diversity/multiple perspectives
- Promotes social development and group responsibility
- Creates a healthy learning environment that engages all students
- Uses instructional time effectively
- Uses resources to support all students including those who suffered trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- Establishes and maintains standards for student behavior
- Plans/implements classroom procedures and routines to support student learning
- Uses positive intervention practices to foster a caring community of learners
- Maintains high expectations
- Emphasizes anti-bias curriculum and knowledge of differing socio-economic, ethnic, cultural, and family backgrounds

### Planning for Instruction: TPE 4 & CSTP B
(enter rubric score in the appropriate column to the right)

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**NOTES:**
- Draws on and values students' backgrounds, interests, and developmental learning needs to plan and implement curriculum and instruction
- Interconnects subject matter and student needs
- Establishes and articulates goals for student learning
- Has all supplies and materials ready before they are used
- Monitors learning for student to access content successfully
- Designs short-term and long-term plans to foster student learning
- Supports a range of communication strategies and activity modes.
- Is familiar with classroom schedules, policies, and routines, and implements them appropriately
- Uses technology to engage students in learning
### Understanding and Organizing Subject Matter for Instruction: TPE 3 & CSTP C

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**NOTES:**
- Demonstrates knowledge of subject matter content
  - Circle the content areas: language arts, math, science, social studies, physical education, arts...
- Uses knowledge of students and learning goals to organize curriculum and facilitate access to content
- Plans/teaches using current pedagogical strategies and interdisciplinary learning sequences that are appropriate to subject matter
- Supports multiple ways of expressing learning
- Supports academic language development
- Uses a range of instructional material and technology to support learning
- Models/develops digital literacy

### Engaging and Supporting All Students in Learning: TPE 1 & CSTP D

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**NOTES:**
- Connects student’s prior knowledge, life experience, interests with learning goals
- Encourages interactions, language development, including L1 and L2 development
- Uses a variety of instructional strategies and resources to respond to students’ diverse needs.
- Engages students in problem solving, critical/creative thinking, autonomy, interaction, choice, reflection, self-directed learning
- Monitors and adjusts instruction to take advantage of teachable moments, and to adapt to student strengths and interests
- Provides opportunities to access curriculum through the arts
- Effectively implements lessons in all content areas
  - Circle the content areas: language arts, math, science, social studies, physical education, arts
### Assessing Learning: TPE 5 & CSTP E

(enter rubric score in the appropriate column to the right)

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**NOTES:**

- Collects and uses multiple sources of information to assess student learning, including student work samples and rubrics
- Uses the results of assessments (including IEP etc) to plan and guide differentiated instruction
- Involves and guides all students in assessing their own learning and in reflection
- If adequate, uses technology
- Works with specialist to interpret assessment data
- Communicates with students, families, and other audiences about student progress
- Establishes and communicates learning goals to all students, when appropriate

### Developing as a professional Educator: TPE 6 & CSTP F and CSTP G

(enter rubric score in the appropriate column to the right)

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**NOTES:**

- Routinely uses reflection and evaluation to improve teaching
- Recognizes their own values and implicit/explicit biases
- Identifies forms of racial, gender, and ethnic discrimination and implements methods to counteract discrimination and its effects
- Balances professional responsibilities and maintains motivation
- Builds effective and positive communication with mentor, supervisor, staff, families, and colleagues at CORE site
- Establishes professional goals and pursues opportunities to grow professionally
- Demonstrates how and when to involve other adults and to communicate effectively with peers and colleagues, families and community members to support teacher and student learning
- Takes responsibility for all aspects of student academic learning outcomes
- Understands California and federal laws and procedures pertaining to the educating of all students such as mandated reporter, professional responsibilities and conduct, moral fitness, including the use of social media and other digital platforms
- Exhibits positive dispositions of caring, tact, support, acceptance, fairness towards students, families, colleagues
- Is prompt and reliable in meeting responsibilities. Arrives early at a time arranged with mentor teacher and remains after school to work, plan and evaluate instruction
- Maintains a professional demeanor including appropriate attire and use of oral and written language
- Is adaptable to new ideas and unacceptable situations.
# MIDTERM EVALUATION OF STUDENT-TEACHER

<table>
<thead>
<tr>
<th>Professional Strengths:</th>
<th>Areas for future professional growth:</th>
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**Additional comments:**

Candidate Signature & Date | Mentor Signature & Date | Supervisor Signature & Date

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**FINAL RECOMMENDATION OF PART-TIME / FULL-TIME STUDENT TEACHER:**

At this point, I __recommend, __ have some reservations in recommending, __ would not recommend this candidate for advancement to full time student teaching/a teaching credential.

**Comments:**

Candidate Signature & Date | Mentor Signature & Date | Supervisor Signature & Date