

APPENDIX D

Mid-term Evaluation

The purpose of the midterm conference is to discuss the progress of the student teacher in the professional semester, and to develop goals based on strengths and areas for growth in each of the four domains of professional practice. Please use these “Components of Professional Practice” to guide your writing of a brief narrative. The three completed evaluations (one from the student teacher, the cooperating teacher, and the college supervisor) will provide the basis for the midterm conference discussion. (Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson, ASCD 1996, pp. 3-4.)

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
Component 1a: Demonstrating knowledge of content and pedagogy; Knowledge of Content and content-related pedagogy.	Component 2a: Creating an Environment of Respect and Rapport; Teacher interaction with students Student Interaction.
Component 1b: Demonstrating Knowledge of Students Knowledge of characteristics of age group; students' varied approaches to learning; students' skills and knowledge; students' interests and cultural heritage.	Component 2b: Establishing a Culture for Learning Importance of the content Student pride in work Expectations for learning and achievement
Component 1c: Selecting Instructional Goals Value; Clarity Suitability for diverse students	Component 2c: Managing Classroom Procedures Management of instructional groups; transitions; materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals
Component 1d: Demonstrating Knowledge of Resources Resources for teaching; Resources for students	Component 2d: Managing Student Behavior Expectations; Monitoring of student behavior Response to student misbehavior
Component 1e: Designing Coherent Instruction Learning activities; Instructional materials and resources Instructional groups; Lesson and unit structure	Component 2e: Organizing Physical Space Safety and arrangement of furniture Accessibility to learning and use of physical resources

Mid-term Evaluation (Appendix D) continued	
Domain 3: Instruction	Domain 4: Professional Responsibilities
<p>Component 3a: Communicating Clearly and Accurately</p> <p>Directions and procedures</p> <p>Oral and written language</p>	<p>Component 4a: Reflecting on Teaching</p> <p>Accuracy</p> <p>Use in future teaching</p>
<p>Component 3b: Using Questioning and Discussion</p> <p>Techniques; Quality of questions; Discussion techniques</p> <p>Student participation</p>	<p>Component 4b: Maintaining Accurate Records</p> <p>Student completion of assignments; progress in learning</p> <p>Noninstructional records</p>
<p>Component 3c: Engaging Students in Learning</p> <p>Representation of content; Activities and assignments</p> <p>Grouping of students; Instructional materials and resources; Structuring and pacing</p>	<p>Component 4c: Communicating with Families</p> <p>Information about the instructional program; individual students; Engagement of families in the instructional program</p>
<p>Component 3d: Providing Feedback to Students</p> <p>Quality: accurate, substantive, constructive, and specific</p> <p>Timelines</p>	<p>Component 4d: Contributing to the School and District</p> <p>Relationships with colleagues; Service to the school</p> <p>Participation in school and district projects</p>
<p>Component 3e: Demonstrating Flexibility and Responsiveness; Lesson adjustment; Response to students</p> <p>Persistence</p>	<p>Component 4e: Growing and Development Professionally</p> <p>Enhancement of content knowledge and pedagogical skill</p> <p>Service to the profession</p>
	<p>Component 4f: Showing Professionalism</p> <p>Service to students</p> <p>Advocacy</p> <p>Decision-making</p>