

**Mid-Semester Summary for Student Teacher  
 (to be completed by Cooperating Teacher)**

Cooperating Teacher's Name: \_\_\_\_\_

Student Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

**A. Please complete the following section with your feedback about how the Student Teacher has met some of Temple's expectations of professionalism.**

YES	Some Concerns	NO	Expectation
			The Student Teacher has participated daily and promptly in his/her role as a student teacher in your classroom.
			The Student Teacher has contributed meaningfully to the growth and student achievement of the students in your classroom(s).
			The Student Teacher has responded in a timely and appropriate manner to your emails and phone calls.
			The Student Teacher has regularly submitted quality Lesson Plans by requested deadlines.
			The Student Teacher has made significant progress towards or successfully met stated goals.

**Please elaborate on any concerns or expectations not met that you indicated above:**

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**B. Please complete the following section with your feedback about how the Student Teacher has so far met the pre-professional expectations of the Pennsylvania Department of Education.**

**Rating Scale:**

**EE – Exceeds Expectations** (*The Student Teacher is consistently and exceptionally successful in this area.*)

**ME – Meets Expectations** (*The Student Teacher is consistently capable in this area.*)

**AE – Approaching Expectations** (*The Student Teacher is progressing steadily in this area.*)

**AFD – Area for Development** (*The Student Teacher needs additional support in this area.*)

Please leave the space blank if you cannot respond for any reason.

**I. Planning and Preparation – Student Teacher demonstrates thorough knowledge of content and pedagogical skills in planning and preparation; Student Teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.**

N/A	AFD	AE	ME	EE	Performance Indicator
					a. Knowledge of content
					b. Knowledge of pedagogy
					c. Knowledge of Pennsylvania’s K-12 Standards
					d. Knowledge of students and how to use this knowledge to impart instruction
					e. Use of resources, materials or technology available through the school or district
					f. Instructional goals that show a recognizable sequence with adaptations for individual student needs
					g. Assessments of student learning aligned to the instructional goals and adapted as required for student needs
					h. Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

**II. Classroom Environment – Student Teacher establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.**

N/A	AFD	AE	ME	EE	Performance Indicator
					a. Expectations for student achievement with value placed on the quality of student work
					b. Attention to equitable learning opportunities for students
					c. Appropriate interactions between teacher and students and among students
					d. Effective classroom routines and procedures resulting in little or no loss of instructional time
					e. Clear standards of conduct and effective management of student behavior
					f. Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
					g. Ability to establish and maintain rapport with students

**III. Instructional Delivery – Student Teacher, through knowledge of content, pedagogy, and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.**

N/A	AFD	AE	ME	EE	Performance Indicator
					a. Use of knowledge of content and pedagogical theory through his/her instructional delivery
					b. Instructional goals reflecting Pennsylvania K-12 standards
					c. Communication of procedures and clear explanation of content
					d. Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptation for individual student needs
					e. Use of questioning and discussion strategies that encourage many students to participate
					f. Engagement of students in learning and adequate pacing of instruction
					g. Feedback to students on their learning
					h. Use of informal and formal assessments to meet learning goals and to monitor student learning
					i. Flexibility and responsiveness in meeting the learning needs of students
					j. Integration of disciplines within the educational curriculum

**IV. Professionalism – Student Teacher demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.**

N/A	AFD	AE	ME	EE	Performance Indicator
					a. Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
					b. Knowledge of school or district requirements for maintaining records and communication with families
					c. Knowledge of school and/or district events
					d. Knowledge of district or college’s professional growth and development opportunities
					e. Integrity and ethical behavior, professional conduct as stated in <u>Pennsylvania Code of Professional Practice and Conduct for Educators</u> ; and local, state, and federal laws and regulations
					i. Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
					f. Ability to cultivate professional relationships with school colleagues
					g. Knowledge of Commonwealth requirements for continuing professional development and licensure

