**Mid-term Evaluation Form**

Undergraduate Intern I

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| --- | --- |
| Candidate Name: | Date: |
| University Supervisor: | School: |
| Cooperating Teacher: | Grade: |

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| --- | --- | --- |
| **Standards Met: 4 = Accomplished 3 = Proficient** | **Standards Not Met: 2 = Developing 1 = Emerging** | |
| Standard/Element Description | Rating  Standard Met Standard Not Met | |
| **Planning** | | |
| Teachers show evidence of effective planning prior to instruction. | 4 3    Accomplished Proficient | 2 1    Developing Emerging |
| Comments: | | |
| **Professionalism** | | |
| Teachers demonstrate high ethical and professional standards. | 4 3    Accomplished Proficient | 2 1    Developing Emerging |
| Comments: | | |
| **Classroom Climate/Culture** | | |
| Teachers lead in their classrooms by creating and maintaining a safe and orderly atmosphere that promotes student learning. Teachers maintain high expectations for all students and use a variety of methods to communicate those expectations. | 4 3    Accomplished Proficient | 2 1    Developing Emerging |
| Comments: | | |
| **Instruction** | | |
| Teachers align lessons with the *North Carolina Standard Course of Study/Common Core Standards* to ensure that lessons encourage diversity in the school community and the world, utilize a variety of materials and lesson formats to encourage student curiosity and meet the needs of all students, and develop critical thinking and 21st century skills. | 4 3    Accomplished Proficient | 2 1    Developing Emerging |
| Comments: | | |
| Standard/Element Description | Rating  Standard Met Standard Not Met | |
| **Evaluation** | | |
| Teachers use a variety of formative and summative indicators to monitor and evaluate student learning, provide evidence that students attain 21st century skills, and use data to shape and drive instruction. | 4 3    Accomplished Proficient | 2 1    Developing Emerging |
| Comments: | | |
| Standard/Element Description | Rating  Standard Met Standard Not Met | |
| **Impact on Student Learning** | | |
| Teachers follow policies and practices for positively affecting student learning, and they use a variety of research-proven strategies and available resources to successfully impact students with special needs. | 4 3    Accomplished Proficient | 2 1    Developing Emerging |
| Comments: | | |
| **Overall** | | |
| Overall performance on all North Carolina Professional Teaching Standards. | 4 3    Accomplished Proficient | 2 1    Developing Emerging |
| Comments: | | |

**SIGNATURES**

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| **Individual** | **Printed Name** | **Signature** | **Date** |
| Candidate |  |  | \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |
| Cooperating Teacher |  |  | \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |
| University Supervisor |  |  | \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |
| Academic Supervisor  *(if applicable)* |  |  | \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ |