STUDENT TEACHING MIDTERM EVALUATION
WORLD LANGUAGE

The main purpose of this evaluation form, completed by the university supervisor, is to be used as a midterm evaluation of a student’s performance in order to facilitate the student’s professional growth as a teaching candidate in the first year of the clinical experience. This instrument may be used for formative purposes involving a regular observation/feedback cycle. This student teacher evaluation form is aligned with the Connecticut Common Core of Teaching (CoCT). The following CoCT standards are communicated for your reference. Additionally, the form is aligned to standards in your field as articulated in the displayed rubric.

A. Teachers demonstrate knowledge:
1. Planning – Teachers plan instruction based upon knowledge of subject matter, students, the curriculum, and the community and create a structure for learning by selecting and ordering significant learning tasks that make subject matter meaningful to students.
2. Instruction – Teachers create a positive learning environment, use effective verbal, nonverbal, and media communication techniques, and create and facilitate instructional opportunities to support students’ academic, social, and personal development.
3. Assessing and Adjusting – Teachers use various assessment techniques to evaluate student learning and modify instruction as appropriate.

B. Teachers demonstrate professional responsibility through:
1. Professional and Ethical Practice – Teachers conduct themselves as professionals in accordance with the Code of Professional Responsibility for Teachers.
2. Reflective and Continuing Learning – Teachers continue to engage in self-evaluation of the effects of their choices and actions on student learning and the school community.
3. Leadership and Collaboration – Teachers demonstrate a commitment to their students and a passion for improving their profession.

Section 1: General Questions

Participating Individuals

<table>
<thead>
<tr>
<th>First name</th>
<th>Last name</th>
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<tr>
<td>Student Teacher/Candidate</td>
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<td>Cooperating Teacher</td>
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<td>University Supervisor</td>
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<td>Advisor</td>
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Location of Student Teaching

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>District</td>
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<td>School</td>
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</table>

Grade Level Placement (Check all that apply)

- [ ] K
- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12
- [ ] Grade Unspecified
**Section 2: Performance Areas**

**CT Common Core of Teaching II-Teachers Apply This Knowledge by Planning, Instructing, Assessing, and Adjusting**

**Scoring**

3 = Student is making **outstanding progress** by effectively planning/implementing instruction to address this standard.

2 = Student is making **satisfactory progress** by making deliberate attempts to address this standard.

1 = Student is not making **satisfactory progress** and still remains weak in addressing this standard.

N/A = For use only in the mid-term, means “not applicable” because the standard is yet to be covered.

|   | Outstanding progress | Satisfactory progress | Not Making progress | N/A
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<tbody>
<tr>
<td>1.</td>
<td>Demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency. (Standard 1.a.)</td>
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<td>2.</td>
<td>Know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own. (Standard 1.b.)</td>
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<td>3.</td>
<td>Know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own. (Standard 1.c.)</td>
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<td>4.</td>
<td>Demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices. (Standard 2.a.)</td>
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<td>5.</td>
<td>Recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time. (Standard 2.b.)</td>
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<td>6.</td>
<td>Integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language. (Standard 2.c.)</td>
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<td>7.</td>
<td>Demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction. (Standard 3.a.)</td>
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<td>8.</td>
<td>Develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners. (Standard 3.b.)</td>
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<td>9.</td>
<td>Demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their state standards, and they integrate these frameworks into curricular planning. (Standard 4.a.)</td>
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<td>10.</td>
<td>Integrate the Standards for Foreign Language Learning and their state standards into language instruction. (Standard 4.b.)</td>
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<td>11.</td>
<td>Use standards and curricular goals to evaluate, select, design, and adapt instructional resources. (Standard 4.c.)</td>
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<td>12.</td>
<td>Believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures. (Standard 5.a.)</td>
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<td>13.</td>
<td>Reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction. (Standard 5.b.)</td>
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<td>14.</td>
<td>Interpret and report the results of student performances to all stakeholders and provide opportunity for discussion. (Standard 6.c.)</td>
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<td>15.</td>
<td>Engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice. (Standard 6.a.)</td>
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<td>16.</td>
<td>Know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field. (Standard 6.b.)</td>
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Teachers have knowledge of students, content and pedagogy regarding the planning, instructing, assessing and adjusting:

What 2-4 strengths did the student teacher candidate possess?

What are 2-4 areas for improvement for the student teacher candidate?

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Teachers have knowledge of students, content and pedagogy regarding the professional and ethical practice, reflection and continuous learning, leadership and collaboration:

What 2-4 strengths did the student teacher candidate possess?

What are 2-4 areas for improvement for the student teacher candidate?

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**Background Information**

The following questions are optional but the university is required to indicate in aggregate the background characteristics that assist us to offer student teaching experiences. Please consider answering a few questions that we will report in aggregate fashion. Thank you very much for your understanding of this need.

**University Supervisor**

Gender
- Female
- Male

Race/Ethnicity
- African American
- Caucasian/White
- Latinx
- Multiracial

Years K-2 Teaching Experience
- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Setting(s) of Teaching Experience [Check all that apply.]
- Urban
- Suburban
- Rural
- Mixed

**Cooperative Teacher**

Gender
- Female
- Male

Race/Ethnicity
- African American
- Caucasian/White
- Latinx
- Multiracial

Years K-12 Teaching Experience
- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Setting(s) of Teaching Experience [Check all that apply.]
- Urban
- Suburban
- Rural
- Mixed

To submit your response, please select the "Finish" button below.

[Logo]

Thank you for your response!