

Please Note:  
This form should be used for  
note-taking purposes only - all  
official observation forms must  
be submitted by the supervisor  
through the online Qualtrics link.

# METROPOLITAN STATE UNIVERSITY OF DENVER

*Office of Clinical Experiences & Partnerships*

## STUDENT TEACHING MIDTERM REPORT

Student Teacher:	<input type="text"/>	Date of Final:	<input type="text"/>
School:	<input type="text"/>	Subject/Grade Level:	<input type="text"/>

### Comments

#### Colorado Teacher Quality Standard (rev. 2018)

(Areas of strength, weakness and recommendations)

##### Standard 1: Demonstrates mastery and pedagogical expertise in content they teach.

Source    Level

1.A Provides instruction aligned with TQS & district plan of instruction.

1.B Develops and implements lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematics.

1.C Demonstrates knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught

#### Source

O=Observation of Performance  
L=Lesson Plan  
T=Teaching Artifacts  
C=Conferences or Seminar

#### Level (See back page for descriptions)

N = Needs Improvement  
D=Developing  
P=Proficient  
E=Exceeds Expectations

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**Standard 2: Establishes a safe, inclusive and respectful learning environment for a diverse population of students**

Source Level

- 2.A Fosters a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.
- 2.B Demonstrates awareness of, a commitment to, and respect, for mutual aspects of diversity, while working toward common goals as a community of learners.
- 2.C Engages students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.
- 2.D Works collaboratively with families and/or significant adults for the benefit of the students.
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**Standard 3: Plans and delivers effective instruction and creates environment that facilitates learning for their students.**

Source Level

3. A Demonstrates knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students
- 3.B Uses formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.
- 3.C Integrates and utilizes appropriate available technology to engage students in authentic learning experiences
- 3.D Establishes and communicates high expectations and uses processes to support the development of critical-thinking and problem solving skills.
- 3.E Provides students with opportunities to work in teams and develop leadership.
- 3.F Models and promotes effective communication
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**Standard 4: Demonstrates professionalism through ethical conduct, reflection, and leadership.**

Source    Level

4.A Demonstrates high standards for professional conduct.

4.B Links professional growth to their professional goals.

4.C Is able to respond to a complex, dynamic environment.

4. D demonstrates leadership in the school, the community, and the teaching profession

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**\*\*Science student teachers only\*\***

Level N=Needs Improvement

P=Proficient

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Level			Level		
N	P	E	N	P	E
		Learner Development			Assessment
		Learning Differences			Planning for Instruction
		Learning Environments			Instructional Strategies
		Content Knowledge			Professional Learning and Ethical Practice
		Application of Content			Leadership and Collaboration
Areas of Strength:					
Areas for Improvement:					
Recommendations:					

## Personal and Professional Dispositions

Level N=Needs Improvement

P=Proficient

E=Exceeds Expectations

Level N P E	Level N P E	Level N P E
Attendance/Punctuality	Collegiality	Tact/Judgment
Self-Initiative/Independence	Interaction with Students/Peers	Response to Feedback/Supervision
Reliability/Dependability	Commitment to the Profession	Desire to Improve own Teaching Performance
Oral Expression	Professional Ethics/Demeanor	Attention towards Learners
Written Expression	Critical Thinking Skills	
Areas of Strength:		
Areas for Improvement:		
Recommendations:		

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## *Office of Clinical Experiences and Partnerships* Directions for Student Teaching Mid-term Report

Listed on the mid-term report are the Colorado Teacher Quality Standards (rev. 2018) and Professional Qualities for Teacher Licensure. To be recommended for licensure at the end of student teaching the student must achieve a proficient level for every standard on the evaluation.

### **Developing is defined as:**

The teacher candidate demonstrates an increasing knowledge and understanding of the standard. The teacher candidate is able to begin demonstrating, with assistance, the standard in the student teaching placement, and to evaluate, with assistance, the success of the teaching performance.

### **Proficient is defined as:**

The teacher candidate demonstrates substantial knowledge and understanding of the standard or disposition and is able to demonstrate the standard in the student teaching placement independently and to assess student learning and evaluate teaching performance. This is the level expected for recommendation for provisional license.

### Exceeds Expectations is defined as:

The teacher candidate demonstrates expanded, comprehensive knowledge and understanding of the standard; can consistently apply the standard in the student teaching placement; can skillfully integrate appropriate standard behaviors into an overall lesson; and can critically evaluate student learning and teaching effectiveness in order to guide subsequent instruction. This evaluation is reserved for candidates who substantially exceed the expectations for proficiency. Receiving this evaluation does not raise the "satisfactory" grade received for student teaching.

### Mid-term Expectations

The standards are sufficiently challenging and the teacher candidate has usually not had the opportunity for the extended, independent demonstration of the standards to receive a proficient evaluation on many of the standards at this point. The mid-term evaluation is used to provide specific feedback and set goals based on their initial performance to ensure proficiency by the end of the student teaching period. A small number of evaluations at the proficient level on the mid-term does not indicate a lack of progress at this point. The mid-term is a formative evaluation. A separate form will be used for the final evaluation.