

Mock Evaluation of Student Teachers on the Iowa Teaching Standards

House File 549 (spring 2003) mandated that Iowa's Teacher Preparation Programs provide a student teaching experience that includes opportunities for the student teacher to become knowledgeable about the Iowa teaching standards, including a mock evaluation performed by the cooperating teacher. The mock evaluation shall not be used as an assessment tool by the practitioner preparation program. This mock evaluation does not require that the evaluator be state evaluator approved or that the student teacher provide documentation to support competence.

Student Teacher: Marisa Donnelly Date: _____
 Grade Level(s) _____ Subject(s): _____
 Sponsoring Institution: _____ School District: _____
 Cooperating Teacher: _____ School: _____

This form was completed by: ___ Student Teacher ___ Cooperating Teacher/Designee
 ___ Other: HS Principal - Observed lesson on 10/07/15

Directions:

Students should complete this form, as a self-assessment, during the end of the student teaching semester. Cooperating teachers will complete the same form, and prior to the end of the semester the student teacher and cooperating teacher will compare and discuss their perceptions. This form is for the student teacher's use only. The sponsoring institution will not receive a copy.

I. DEMONSTRATE ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

- Provides evidence of student learning to students, families, and staff.
- Implements strategies supporting student, building, and district goals.
- Uses student performance data as a guide for decision making.
- Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- Creates an environment of mutual respect, rapport, and fairness.
- Participates in and contributes to a school culture that focuses on improved student learning.
- Communicates with students, families, colleagues, and communities effectively and accurately.

Strengths:

- Use of Learning Target aligned to Instruction
- Students can communicate purpose for learning

Areas for Improvement:

II. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- Relates ideas and information within and across content areas.
- Understands and uses instructional strategies that are appropriate to the content area.

Strengths: Demonstrates strong competence in content area
Learning Target & Instruction were directly linked
Relevance brought into Activity/Assessment + students asked to make realworld connections & support their opinions w/evidence

Areas for Improvement: