INDIANA UNIVERSITY SCHOOL OF EDUCATION

Student Teaching/Practicum Midterm and Final Conference Summary

Candidate’s Name: First and Last Name Conference Date: Type Date

Supervising Teacher Name: First and Last Name University Supervisor: First and Last Name

Subject/Grade: Subject/Grade School Name: School Name

# Ratings: 1-Unsatisfactory; 2-Emerging; 3-Proficient; 4-Advanced

Please refer to the *Midterm/Final Evaluation Rubric* descriptors to assist in completing this document.

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| 1.Knowledge | |
| 1a. Demonstrates knowledge of central concepts, tools of inquiry, structure, standards, interactive technologies and instructional tools. | Type Rating. |
| 1b. Demonstrates knowledge of a variety of informal and formal, formative and summative assessment methods and tools used to monitor student progress and inform instruction. | Type Rating |
| 1c. Develops lesson plans that demonstrate knowledge of students, content, learning activities, standards and assessment that integrate evidence‐based reading and literacy  instruction related to the science of reading as appropriate. | Type Rating |
| Comments:  Knowledge Comments | |

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| 2. Learning Environment | |
| 2a. Develops an effective learning environment by establishing clear expectations for learning and behavior, appropriately managing the use of time, positive/effective classroom management strategies, interactive technologies, instructional tools and resources. | Type Rating |
| 2b. Fosters a collaborative and respectful learning environment with and among students that reflects and values diversity in culture, ethnicity, gender and learning differences. | Type Rating |
| 2c. Establishes a learning environment where students are enthusiastic, interested and motivated to work on challenging tasks and obtain learning goals. Academic progress is  actively monitored and positive impact on student learning is evident. | Type Rating |
| Comments:  Learning Environment Comments | |

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| 3. Personalized Learning | |
| 3a. Instructional methods are differentiated to address individual student interests, varied learning needs and assets. | Type Rating |
| 3b. Observe, document, and assess how each student behaves, learns, and interacts to provide academic feedback that improves students’ understanding of their own progress and helps adjust instruction. | Type Rating |
| 3c. Instructional methods include a variety of strategies to engage students in conceptual understanding, reasoning, critical thinking and problem solving that reflect the diversity  among learners. | Type Rating |
| 3d. Demonstrates the use of questioning and informal assessment techniques that support students’ connections to content and helps establish a deeper understanding of complex material. | Type Rating |
| Comments:  Personalized Learning Comments | |

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| 4. Community | |
| 4a. Collaborates and communicates effectively with colleagues as well as families and adults responsible for students in the classroom to promote student growth and  development. | Type Rating |
| 4b. Participates effectively and appropriately within the professional community. | Type Rating |
| Comments:  Community comments | |

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| 5. Reflection | |
| 5a. Reflects upon understanding of cultural, ethnic, gender and learning differences and one's own biases. | Type Rating |
| 5b. Reflects on student evidence and utilizes analytical skills to adapt planning, instruction and assessment. | Type Rating |
| 5c. Reflects on ways to improve as an individual, as part of the school community, and as part of the teaching profession. | Type Rating |
| Comments:  Reflection Comments | |

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| 6. Growth | |
| 6a. Accepts constructive criticism and suggestions and incorporates them in subsequent actions. | Type Rating |
| 6b. Accepts professional responsibilities communicated by SoE, teacher and school for instructional and non‐instructional activities. | Type Rating |
| 6c. Demonstrates initiative and confidence in making the most of educational experiences. | Type Rating |
| Comments:  Growth Comments | |

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\*Reminder: If at midterm the candidate is struggling and you see many scores of ‘1’ or have concerns, the university supervisor should contact the Office of Clinical Experiences to discuss ways to provide more support to this candidate.

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| Overall/final comments:  Final Comments |

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# MIDTERM/FINAL EVALUATION RUBRIC

(Based on Six Guiding Principles)

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| **Knowledge** | | | |
| **Unsatisfactory 1** | **Emerging 2** | **Proficient 3** | **Advanced 4** |
| 1a. **Demonstrates knowledge of central concepts, tools of inquiry, structure, standards, interactive technologies and instructional tools.** | | | |
| Insufficient knowledge of content, central concepts and standards.  Does not seek resources and knowledge of effective tools to support instruction. | Basic knowledge of content, central concepts and standards.  At times seeks resources and knowledge of effective tools to support instruction. | Sufficient knowledge of content, central concepts and standards.  Seeks resources and knowledge of effective tools to support instruction. | Extensive knowledge of content, central concepts and standards. Consistently seeks resources and knowledge of effective tools to support instruction. |
| 1b. **Demonstrates knowledge of a variety of informal and formal, formative and summative assessment methods and tools used to monitor student progress and inform instruction.** | | | |
| Insufficient knowledge of a variety of informal and formal assessment methods and tools. Does not demonstrate knowledge of alignment between lesson objectives and assessment. | Basic knowledge of a variety of informal and formal assessment methods and tools. At times demonstrates knowledge of alignment between lesson objectives and assessment. | Sufficient knowledge of a variety of informal and formal assessment methods and tools. Demonstrates knowledge of alignment between lesson objectives and assessment. | Extensive knowledge of a variety of informal and formal assessment methods and tools. Consistently demonstrates knowledge of alignment between lesson objectives and assessment. |
| 1c. **Develops lesson plans that demonstrate knowledge of students, content, learning activities, standards and assessment that integrate evidence-based reading and literacy instruction related to the science of reading as appropriate.** | | | |
| Lesson plans demonstrate insufficient knowledge of students, content, learning activities, standards and assessment. Plans do not include opportunities for students to develop understanding and apply learning.  Integration of literacy instruction lacking despite need. | Lesson plans demonstrate basic knowledge of students, content, learning activities, standards and assessment.  Plans include some opportunities for students to develop understanding and apply learning.  Integration of literacy instruction included minimally when needed. | Lesson plans demonstrate sufficient knowledge of students, content, learning activities, standards and assessment. Plans include opportunities for students to develop understanding and apply learning.  Integration of literacy instruction included appropriately when needed. | Lesson plans demonstrate extensive knowledge of all students, content, learning activities, standards and assessment. Plans include multiple opportunities for students to develop understanding and apply learning.  Integration of literacy instruction seamless and well placed when needed. |

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| **Learning Environment** | | | |
| **Unsatisfactory 1** | **Emerging 2** | **Proficient 3** | **Advanced 4** |
| 2a. **Develops an effective learning environment by establishing clear expectations for learning and behavior, appropriately managing the use of time, positive/effective classroom management strategies, interactive technologies, instructional tools and resources.** | | | |
| Effective learning environment not evident. Student behavior is not monitored or responded to appropriately; students consistently off‐task, passive, and/or disruptive. Expectations are not clear to students. | Minimally effective learning environment. General awareness of student  behavior. Expectations are not consistently clear to students. Tendency to respond to misbehavior rather than acknowledge positive behaviors. | Effective learning environment evident.  Candidate models and fosters respectful, positive behaviors. Expectations are clear to all students. Candidate is consistently aware of and responsive to student behaviors. | Highly effective learning environment evident. Candidate models and fosters respectful, positive behaviors and responds to student behavior proactively.  Expectations and procedures are consistently reviewed and practiced. |
| 2b. **Fosters a collaborative and respectful learning environment with and among students that reflects and values diversity in culture, ethnicity, gender and learning differences.** | | | |
| Instructional environment dominated mostly by candidate presentations. Little to no use of collaborative activities.  Candidate does not implement strategies to encourage respectful learning interactions. Diversity is ignored. | Instructional environment includes some collaborative learning. At times the candidate implements strategies to encourage respectful learning interactions. Diversity is touched on at times. | Candidate and students are engaged collectively to enhance learning. Candidate implements strategies to encourage respectful, productive  learning interactions. Diverse opinions are valued and students feel safe taking risks. Diversity is represented in ongoing exchanges. | Instructional environment reflects shared  responsibility for learning. Students understand the value of collaborative work. Students initiate respectful, positive social interactions and openly encourage diverse opinions. Diversity is explored and represented in ongoing exchanges. |
| 2c. **Establishes a learning environment where students are enthusiastic, interested and motivated to work on challenging tasks and obtain learning goals. Academic progress is actively monitored and positive impact on student learning is evident.** | | | |
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| Instructional environment does not reflect shared learning but rather is dominated mostly by candidate presentations. Little to no use of collaborative activities.  Candidate does not implement strategies to encourage respectful learning interactions.  Students are not engaged and do not feel safe to taking risks. | Instructional environment reflects some shared learning, where the candidate and students attempt to collectively engage in learning.  Instruction is mostly teacher-led, and learning outcomes are not impacted as a result of collaboration.  At times, candidate implements strategies to encourage respectful learning interactions.  Some students are engaged, and some feel safe taking risks and learning from mistakes. | Instructional environment reflects shared learning, where the candidate and students collectively engage in learning and learning outcomes are enhanced as a result. Candidate implements strategies to encourage respectful, productive learning interactions.  Most students are engaged, and most feel safe taking risks and learning from mistakes. | Instructional environment reflects shared  responsibility for learning, where the candidate and all students collectively engage in learning and learning outcomes are enhanced as a result. Students understand the value of collaborative work and initiate respectful, productive learning interactions.  All students are engaged, and all feel safe taking risks and supporting each other as they learn from mistakes together. |

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| **Personalized Learning** | | | |
| **Unsatisfactory 1** | **Emerging 2** | **Proficient 3** | **Advanced 4** |
| 3a. **Instructional activities are differentiated to address individual students' interests, varied learning needs and assets.** | | | |
| Instructional strategies and activities do not include differentiation around students’ interests, varied learning needs and assets. One lesson is taught to all students. | Instructional strategies and activities include some/inconsistent attempts of differentiation around students’ interests, varied learning needs and assets. At times activities use multiple modalities to make learning relevant to learners. | Instructional strategies and activities include differentiation around most students’ interests, varied learning needs and assets. Activities reflect effort to use multiple modalities to make learning relevant to most learners. | Instructional strategies and activities regularly include differentiation around all students' interests, varied learning needs and assets. Activities reflect effort to creatively use multiple modalities to make learning relevant to most learners. |
| 3b. **Observe, document, and assess how each student behaves, learns, and interacts to provide academic feedback that improves students’ understanding of their own progress and helps the candidate adjust instruction.** | | | |
| Observation, documentation and assessment of students’ behavior, learning and interaction is not used to provide feedback that improves student understanding of their own progress or adjust instruction. | Observation, documentation and assessment of students’ behavior, learning and interaction is used minimally to provide feedback that improves student understanding of their own progress or adjust instruction. | Observation, documentation and assessment of students’ behavior, learning and interaction is used to provide feedback that improves student understanding of their own progress or adjust instruction. | Observation, documentation and assessment of students’ behavior, learning and interaction is used skillfully to provide feedback that improves student understanding of their own progress or adjust instruction. |
| 3c. **Instructional methods include a variety of strategies to engage students in conceptual understanding, reasoning, critical thinking and problem solving that reflect the diversity among learners.** | | | |
| Instructional methods include little to no student engagement in building conceptual understanding, reasoning, critical thinking, and problem solving. | Instructional methods include some efforts to build conceptual understanding, reasoning, critical thinking and problem solving. General student engagement is evident. | Students are sufficiently engaged in instructional methods to develop conceptual understanding, reasoning, critical  thinking and problem solving. Two to three activities are planned to deepen students' learning. | A variety of highly engaging instructional methods results in deepening students’ conceptual understanding, reasoning, critical thinking and problem solving. |
| 3d. **Demonstrates the use of questioning and informal assessment techniques that support students’ connections to content and helps establish a deeper understanding of complex material.** | | | |
| Instructional activities reflect little to no questioning for student understanding and no use of informal assessment strategies. There is a lack of connection with content leading to understanding of complex material. | At times, instructional activities include basic questioning and informal assessment  strategies. Deeper questioning is needed to help students engage with complex material and deepen understanding. | Regular use of high‐level questioning and informal assessments prompt responses that demonstrate conceptual understanding.  Students are engaged with complex material and have deep understanding. | Continual use of high-level questioning and informal assessments prompt responses that demonstrate deep conceptual understanding of content and regularly build on students’ responses. |

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| **Community** | | | |
| **Unsatisfactory 1** | **Emerging 2** | **Proficient 3** | **Advanced 4** |
| 4a. **Collaborates and communicates effectively with colleagues as well as families and adults responsible for students in the classroom to promote student growth and development.** | | | |
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| Demonstrates little effort or no interest in relationships and collaboration with families and adults responsible for students.  Seldom interacts with colleagues. Does not attempt to collaborate to promote student growth and development. | Shows some understanding and interest in relationships and collaboration with families and adults responsible for students.  When asked, the candidate collaborates with colleagues to promote student growth and development. | Demonstrates understanding of and interest in relationships and collaboration with families and adults responsible for students.  Responds effectively to them and uses family & community resources in learning activities.  Consistently collaborates with colleagues to promote student growth and development. | Demonstrates a deep understanding of and respect for the families and adults responsible for the students. Takes initiative to make beneficial connections with the them. Consistently uses family and community knowledge & resources in learning activities.  Takes initiative to collaborate with colleagues to promote student growth and development. |
| 4b. **Participates effectively and appropriately within the professional community.** | | | |
| Participation is poor and insufficient within the school  community. | Minimal participation occurs within the school community, meeting basic needs. | Participates respectfully, effectively and professionally with supervisors and members within the school community. | Participates professionally, enthusiastically and openly, building trust with others within the school community. |

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| **Reflection** | | | |
| **Unsatisfactory 1** | **Emerging 2** | **Proficient 3** | **Advanced 4** |
| 5a. **Reflects upon understanding of cultural, ethnic, gender and learning differences and one's own biases.** | | | |
| Demonstrates little to no understanding of cultural, ethnic, gender and learning differences.  Demonstrates no awareness of personal biases. | Demonstrates some respect and understanding of cultural, ethnic, gender and learning differences.  Limited awareness and references to own biases. | Demonstrates respect and understanding of cultural, ethnic, gender and learning differences. Reflects on personal biases. Develops a general awareness of biases in the learning environment. | Demonstrates deep respect and understanding of cultural, ethnic, gender and learning differences.  Reflection of personal bias is evident in practice. Unbiased resources are utilized to broaden understanding. |
| 5b. **Reflects on student evidence and utilizes analytical skills to adapt planning, instruction and assessment.** | | | |
| No use/analysis of student evidence to inform planning and adapt instruction. | Inconsistently reflects on student evidence and at times analyzes assessment results to inform planning and adapt instruction. | Consistently reflects on student evidence and analyzes assessment results to inform planning and adapt instruction for most students. | Continually reflects on student evidence and analyzes assessment results to inform planning and adapt instruction for all students. |
| 5c. **Reflects on ways to improve as an individual, as part of the school community, and as part of the teaching profession.** | | | |
| Does not regularly attend and reflect on information learned from faculty meetings, professional development activities, and current research to support student learning.  Does not apply information learned.  Is not responsive to collegial advice. | Attends and reflects on information learned from faculty meetings, professional development activities, and current research to support student learning.  At times applies information learned.  Is responsive to collegial advice when provided. | Routinely reflects on and applies information learned from faculty meetings, professional development activities and current research to support student learning. Seeks advice from colleagues about self-improvement. | Routinely reflects on, applies, and shares information learned from faculty meetings, professional development activities and current research.  Regularly seeks advice from colleagues about self-improvement. |

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| **Growth** | | | |
| **Unsatisfactory 1** | **Emerging 2** | **Proficient 3** | **Advanced 4** |
| 6a. **Accepts constructive criticism and suggestions, and incorporates them into subsequent actions.** | | | |
| Does not accept constructive criticism. Limited respect for experiences of supervisors and colleagues. | Accepts constructive criticism and at times incorporates suggestions into subsequent actions. Shows inconsistent respect for the experiences of supervisors and colleagues. | Accepts constructive criticism and consistently incorporates suggestions into subsequent actions. Shows consistent respect for the experiences of supervisors and colleagues. | Actively seeks out constructive criticism and consistently incorporates suggestions into subsequent behavior and/or instruction. |
| 6b. **Accepts all professional responsibilities communicated by supervisors, school and corporation for instructional and non‐instructional duties.** | | | |
| Seldom completes professional responsibilities communicated. Makes excuses when responsibilities are not met. Personal life regularly undermines professional responsibilities. | Accepts most professional responsibilities communicated and generally completes them  satisfactorily. Personal situations, while excused, have a negative impact on professional responsibilities. | Accepts all professional responsibilities communicated and consistently completes them  satisfactorily. Demonstrates a reasonable balance between personal life and professional responsibilities. | Demonstrates initiative and seeks additional responsibilities, both instructional and non‐ instructional. Seamless balance between personal and professional responsibilities. |
| 6c. **Demonstrates initiative and confidence in making the most of educational experiences.** | | | |
| Struggles with confidence limits the candidate. Cannot complete tasks without significant guidance from supervisor and/or supervising teacher/s. | Confidence varies. At times requires significant guidance from supervisor and/or supervising teacher/s. | Displays confidence in meeting responsibilities and takes initiative to make the most of educational experiences. | Reflects a confident, mature understanding of personal self and identity as a professional. Able to complete all work independently. |