



Assessment of Student Teaching Addendum (STMFA-A)  
Mid-Term & Final Evaluation  
PROFILE OF STUDENT TEACHING DISPOSITIONS

Student Teacher: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_  
 Subject: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_  
 Date: \_\_\_\_\_ **Please check one:** Cooperating Teacher \_\_\_\_\_ OR University Supervisor \_\_\_\_\_  
 Program: Residential \_\_\_\_\_ MBU Online \_\_\_\_\_ PBTL \_\_\_\_\_ BA/MAT \_\_\_\_\_ MAT \_\_\_\_\_ MEd \_\_\_\_\_

The cooperating teacher and university supervisor will each complete this form during the final week of student teaching. Each indicator must have a rating. This assessment is NOT part of the final student teaching grade but is required to be completed and submitted to MBU.

*This evaluation cannot be shared with anyone outside of the university without the written consent of the student teacher.*

**DN= Does Not Meet Expectations, DE=Developing Towards Expectations, ME=Meets Expectations (TARGET), EE=Exceeds Expectations**

		<b>DT1. Content Knowledge DISPOSITION: DEMONSTRATES AN UNDERTANDING THAT DISCIPLINE CONTENT IS EVOLVING, APPRECIATES MULTIPLE PERSPECTIVES AND RECOGNIZES THE POTENTIAL FOR BIAS. (InTASC 4o, 4p, 4q; CAEP 1.1)</b>
DN		presents content without acknowledgement of alternative disciplinary perspectives.
DE		presents content acknowledging alternative disciplinary perspectives;
ME		<b>AND</b> ...recognizes the potential of bias in his/her representation of the discipline;
EE		<b>AND</b> ...facilitates learners' critical analyses of the multiple perspectives in the discipline.
		<b>DT2. Assessment DISPOSITION: VALUES THE USE OF SELF AND PEER ASSESSMENT AND USES DATA ETHICALLY TO IDENTIFY LEARNER STRENGTHS AND TO PROMOTE LEARNER GROWTH. (InTASC 6q, 6v; CAEP 1.1)</b>
DN		uses assessment in a limited fashion in both form and function.
DE		uses self and/or peer assessment to promote learner growth;
ME		<b>AND</b> ... works to develop each learner's ability to identify their own strengths, challenges, and progress;
EE		<b>AND</b> ...engages learners in decisions regarding their own progress with attention to the ethical use of assessments and assessment data.
		<b>DT3. Planning for Instruction DISPOSITION: PLANNING ASSURES STUDENT LEARNING AND IS OPEN TO ADJUSTMENT AND REVISION BASED ON CHANGING NEEDS AND CIRCUMSTANCES. (InTASC 7p, 7q, CAEP 1.1, A.1.1, A.1.2)</b>
DN		plans instruction based primarily on teacher manuals and/or other prepared materials.
DE		plans instruction using knowledge of students' strengths, needs and backgrounds;
ME		<b>AND</b> ...uses daily and unit plans to ensure student learning in collaboration with other colleagues;
EE		<b>AND</b> ... anticipates learner needs <b>AND</b> makes adjustments based on effectiveness of instruction and changing student and community needs.
		<b>DT4. Learning Environment DISPOSITION: PROMOTES INCLUSIVE LEARNING ENVIRONMENTS THAT ENABLE EACH LEARNER TO MEET HIGH STANDARDS BY VALUING DIFFERING BACKGROUNDS AND ABILITIES. (InTASC 2l, 2m, 2n, 2o, 3p; CAEP 1.1, A.1.2)</b>
DN		shows a minimal understanding of individual differences.
DE		uses learners' differing abilities, skills, cultures, and communities to promote an inclusive learning environment;
ME		<b>AND</b> ...provides opportunities for learners to participate in decision-making, to engage in exploration, and to work collaboratively and independently;
EE		<b>AND</b> ...actively works to ensure that each learner feels valued <b>AND</b> helps students to learn to value one another.

		<b>DT5. Application of Content DISPOSITION 1. USES MULTIPLE PERSPECTIVES TO ENGAGE LEARNERS IN CRITICAL THINKING, CREATIVITY, AND COLLABORATIVE PROBLEM SOLVING RELATED TO LOCAL AND GLOBAL ISSUES. (InTASC 5q, 5r, 5s; CAEP 1.1)</b>
DN		shows minimal awareness or focus on local and global issues related to her/his discipline.
DE		incorporates/connects local and global issues to content area;
ME		<b>AND</b> ...draws connections between content area and other disciplines to enhance student understanding;
EE		<b>AND</b> ...relies on concrete contemporary issues/cases to develop creativity, critical thinking, and problem solving.
		<b>DT6. Instructional Strategies DISPOSITION 2. USES MULTIPLE STRATEGIES TO ENGAGE ALL LEARNERS IN A DEEP UNDERSTANDING OF CONTENT AREAS AND MAKE CONNECTIONS, BUILDING STUDENTS' SKILLS TO APPLY KNOWLEDGE IN MEANINGFUL WAYS. (InTASC 8p, 8q, 8s; CAEP 1.1, A.1.2)</b>
DN		uses ineffective strategies when presenting content to students.
DE		adjusts instruction to use multiple effective strategies to present content to students;
ME		<b>AND</b> ...encourages students to use multiple forms of communication to demonstrate their developing knowledge and skills;
EE		<b>AND</b> ...adapts instruction in real-time in response to diverse learner ideas and needs.
		<b>DT7. Learner Development DISPOSITION: RESPECTS AND USES LEARNER STRENGTHS TO PROMOTE LEARNER DEVELOPMENT ACROSS COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND PHYSICAL DIFFERENCES. (InTASC 1h, 1i, 1j, 1k; AEP 1.1, A.1.2)</b>
DN		shows minimal awareness of learners' differing developmental needs.
DE		recognizes learners' differing strengths and needs;
ME		<b>AND</b> ...actively promotes learner growth by designing and implementing developmentally appropriate learning experiences;
EE		<b>AND</b> ...incorporates contributions from families, colleagues, and other professional to understand and support each learner's development.
		<b>DT8. Leadership and Collaboration DISPOSITION: SEEKS APPROPRIATE LEADERSHIP ROLES AND OPPORTUNITIES TO TAKE RESPONSIBILITY FOR STUDENT LEARNING, TO COLLABORATE WITH LEARNERS, FAMILIES, COLLEAGUES, OTHER SCHOOL PROFESSIONALS, AND COMMUNITY MEMBERS TO ENSURE LEARNER GROWTH AND TO ADVANCE THE PROFESSION. (InTASC 10 p, 10q, 10s, 10t; CAEP 1.1, A.1.1, A.1.2)</b>
DN		engages in few opportunities to explore leadership roles and collaborations within the school.
DE		Works collaboratively to advocate for students' success and advocates for learners.
ME		<b>AND</b> ...actively seeks opportunities to grow and develop as an education professional;
EE		<b>AND</b> ...takes personal responsibility for contributing to and advancing the profession.

**Comments:**

\_\_\_\_\_  
Student Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Supervisor or Cooperating Teacher

\_\_\_\_\_  
Date