

Midterm Assessment of Student Teaching

The University of Montana - Phyllis J. Washington College of Education and Human Sciences

In preparation for the midterm conference, teacher candidates, cooperating teachers, and university supervisors should complete this assessment. Following the team conference, teacher candidates complete a reflection essay reviewing their progress toward achieving their student teaching goals, their strengths and their areas identified for professional growth. Candidates include a copy in their *Professional Development Portfolio*. The midterm report is only returned to the Office of Field Experiences if this is an out-of-state placement, OR the candidate is not making satisfactory progress (scores are a majority of 2's or lower).

K-8 & 5-12 student teachers complete during 8th week; K-12 complete during 4th week of each assignment.

Teacher Candidate: Jessi Wolf Student ID (790#): 11-7282
 Subjects & Grade Level(s): Grade 3 School: Hawthorne
 Cooperating Teacher(s): Chrissy Senecal

Rating Scale: 4 = Exemplary, 3 = Highly Competent, 2 = Competent, 1 = Minimally Competent, 0 = Unacceptable,
 *NA = Not applicable (Anything below Minimally Competent is a 0 score).

*Not applicable (NA) may be appropriate at midterm and for some grade levels (e.g. kindergarten) or subject areas (e.g. music or health enhancement).

For each of the following criteria, check the most appropriate response for a *beginning teacher*. Refer to the UM Student Teaching Handbook for grading standards and descriptors to help determine the level of performance.

1. Demonstrates knowledge of the disciplines and subject matter related to curriculum.	
<p>A. Uses accurate sources of information. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>B. Exhibits a depth of understanding of the content to be learned. 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>C. Presents content in a way student can understand. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>D. Appropriately integrates history, cultural heritage, and contemporary status of Montana Indians, and other diverse populations within the curriculum. 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>E. Answers questions appropriately and correctly or directs learners to suitable sources. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p>	<p>Commendations: <i>Jessi has depth of knowledge in communication arts and math. She especially exceeds in integrating cultural heritage into lessons.</i></p> <p>Recommendations: <i>To continue to familiarize yourself with CCSS and reliable resources.</i></p>
2. Designs interdisciplinary and discrete subject area instruction to achieve curriculum goals.	
<p>A. Establishes clear and useful objectives. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>B. Develops unit plans matching curriculum standards to provide for a logical progression of concepts and skills for content area and grade level. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>C. Seeks opportunities to integrate learning from various disciplines. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>D. Considers the local community and events in class lesson plans. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>E. Seeks opportunities to integrate knowledge of history, cultural heritage, and contemporary status of Montana Indians when appropriate. 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p>	<p>Commendations:</p> <p>Recommendations: <i>I would like to see Jessi develop a unit, write learning targets, and incorporate local resources. She will have this opportunity during the next few weeks.</i></p>

<p>3. Uses appropriate <u>technologies and resources</u> to enhance instruction and student performance.</p>	
<p>A. Has knowledge of current technology and attempts to incorporate it in teaching. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>B. Matches appropriate technologies and resources to lesson objectives. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>C. Instructs students in use of technology and class materials to enable students' ability to learn. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>D. Uses technology and other resources for students, parents or guardians to access course requirements and information concerning the instructional program. 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input checked="" type="checkbox"/></p>	<p>Commendations: Jessi took the initiative to familiarize herself with the interwrite system and uses it comfortably.</p> <p>Recommendations: I would like to see Jessi use our school's netbooks, ipads, or other technology resources in a lesson or unit.</p>
<p>4. Selects and designs <u>appropriate and authentic means of assessing</u> student learning and progress.</p>	
<p>A. Uses pre-assessments to determine students' background knowledge, and reviews assessment criteria with the cooperating teacher. 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>B. Matches assessments with objectives. 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>C. Uses multiple assessments, including performance-based assessments of student progress. 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>D. Uses rubrics to help students understand grading policies and encourages students to assess and monitor their own progress through self-reflection and correction. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>E. Provides accurate feedback on academic performance. 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>F. Keeps complete and accurate records of student progress. 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p> <p>G. Returns graded assignments and exams promptly. 4 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA <input type="checkbox"/></p>	<p>Commendations: Jessi has developed many performance tasks that integrate reading, vocabulary, and writing and are aligned to unit targets and CCSS.</p> <p>Recommendations: Develop a pre-assessment for an upcoming unit and use the results to drive instruction.</p>

Strategically to enhance an activity and increase student engagement.

<p>Comments: Jessi has great intuition and on-the-spot decision making skills that she uses to direct lessons based on student understanding and time frames.</p> <p>Recommendations: Continue to use partner and group work to increase student engagement in discussions and activities. This will give students more time on task and practice.</p>	<p>5. Implements instructional and behavioral management strategies to promote a safe and positive learning environment.</p> <p>5a. <u>Instructional Management</u></p> <p>A. Presents plans in advance of the lesson to the cooperating teacher. <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>B. Prepares for each lesson. <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>C. Provides for a safe physical environment for students. <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>D. Establishes a classroom environment that fosters student achievement. <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>E. Uses class time effectively. <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>F. Builds connections to students' prior knowledge. <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>G. Incorporates student responses or questions to help direct curricular decisions. <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>H. Engages all students equitably in discussions and activities. <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p>
<p>Comments: Behavior management is a strong area for Jessi and has been consistent since day 1. She follows all school and classroom procedures and attempts to solve all issues. She has established a strong rapport with students.</p> <p>Recommendations: To continue to model expected and on-task behaviors and how they look for each lesson or activity.</p>	<p>5b. <u>Behavioral Management</u></p> <p>A. Defines and adheres to clear classroom policies and procedures. <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>B. Establishes a classroom environment that fosters a positive social environment for learning. <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>C. Strives to develop attitudes and work habits that promote responsibility and respect for others. <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>D. Engages and keeps students on-task. <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>E. Provides appropriate feedback for student behavior. <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>F. Analyzes classroom problems and initiates appropriate solutions. <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p> <p>G. Uses preventive behavior management strategies and specialized intervention for classroom and individual students. <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1 <input type="checkbox"/> 0 <input type="checkbox"/> NA</p>

6. Engages students in learning activities that promote critical and creative thinking.

- A. Uses varied questioning strategies.
4 3 2 1 0 NA
- B. Uses "think" time for student responses.
4 3 2 1 0 NA
- C. Helps students assess validity and reliability of information.
4 3 2 1 0 NA
- D. Encourages students to use multiple strategies and techniques for problem solving.
4 3 2 1 0 NA
- E. Helps students summarize and develop generalizations.
4 3 2 1 0 NA

Commendations: Especially in Math, Jessi encourages multiple representations and strategies to solve problems. She promotes "Math talk" and critical thinking skills.

Recommendations: To continue to use a variety of questioning techniques (think, hand, Choral) and strategically use them based on the expected outcome. To provide more opportunities for the "why" whether whole class, partner, or in a group.

7. Designs and organizes learning environments to accommodate learners.

- A. Helps students to accept responsibility for learning.
4 3 2 1 0 NA
- B. Uses a variety of materials, strategies, and activities to accommodate learning and abilities of students.
4 3 2 1 0 NA
- D. Creatively connects lessons with student experiences to make learning meaningful.
4 3 2 1 0 NA
- E. Designs developmentally appropriate lessons.
4 3 2 1 0 NA

Commendations: Jessi is fantastic at developing materials beyond the core program curriculum based on our students and the intended learning.

Recommendations:

8. Communicates clearly, accurately, and professionally with students and their families, colleagues, and community members.

- A. Seeks opportunities to communicate proactively with parents, other school personnel, and community members using technology when appropriate.
4 3 2 1 0 NA
- B. Seeks to establish cooperative partnerships with parents/guardians to support student learning.
4 3 2 1 0 NA
- C. Communicates with students, colleagues and others honestly and appropriately.
4 3 2 1 0 NA
- D. Emphasizes the value and importance of the lesson content/activity.
4 3 2 1 0 NA
- E. Communicates enthusiasm for learning and teaching.
4 3 2 1 0 NA
- F. Uses effective listening skills to modify instruction.
4 3 2 1 0 NA
- G. Uses humor appropriately.
4 3 2 1 0 NA
- H. Speaks clearly and with appropriate voice inflection.
4 3 2 1 0 NA
- I. Uses standard English.
4 3 2 1 0 NA
- J. Models appropriate language for the maturity level of the students.
4 3 2 1 0 NA
- K. Gives clear directions and explanations appropriate for the grade level.
4 3 2 1 0 NA

Commendations: Jessi is consistently professional in communication with everyone in the school setting. While I was at a conference, Jessi handled a behavior problem by communicating with a parent. She resolved the issue on her own. Her enthusiasm for the profession is refreshing and contagious.

Recommendations:

9. Reflects on professional responsibilities and demonstrates commitment to fairness and the ability of all to learn.

- A. Is punctual and reliable in meeting obligations.
4 3 2 1 0 NA
- B. Reflects on teaching practice to improve performance.
4 3 2 1 0 NA
- C. Protects the legal rights of students.
4 3 2 1 0 NA
- D. Conduct is consistent with the Professional Educators of Montana Code of Ethics.
4 3 2 1 0 NA
- E. Observes policies, regulations and channels of communication.
4 3 2 1 0 NA
- F. Maintains a professional appearance.
4 3 2 1 0 NA
- G. Attends faculty meetings, in-service seminars, parent activities, student teaching seminars and other opportunities for professional growth.
4 3 2 1 0 NA
- H. Exhibits openness to new resources, ideas, suggestions and strategies.
4 3 2 1 0 NA
- I. Consults with the cooperating teacher and various resource personnel.
4 3 2 1 0 NA
- J. Demonstrates a familiarity with professional organizations and publications.
4 3 2 1 0 NA
- K. Demonstrates understanding of and sensitivity to community/cultural expectations.
4 3 2 1 0 NA
- L. Demonstrates fairness by meeting the educational needs of all students in a caring, non-discriminatory, and equitable manner.
4 3 2 1 0 NA
- M. Lesson plans and student interactions demonstrate the belief that all students can learn.
4 3 2 1 0 NA

Commendations: Jessi takes the responsibilities of the profession seriously. She incorporates feedback into her instruction and seeks opportunities to improve. She attended our school's Science Night and lead a station. Jessi considers the diverse needs of our class in planning and instruction.

Recommendations:

<p><i>Christin Senecal</i></p> <p>Cooperating Teacher's Signature</p>	<p><i>3/10/14</i></p> <p>Date</p>
<p><i>Linda S Hall</i></p> <p>University Supervisor's Signature</p>	<p><i>3-10-14</i></p> <p>Date</p>
<p><i>JBE Cup</i></p> <p>Teacher Candidate's Signature</p>	<p><i>3/10/14</i></p> <p>Date</p>