

## 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 should complete a reflection essay reviewing their progress toward achieving their student teaching goals, their strengths and their areas identified for professional growth. Students include a copy in their "Professional Development Portfolio."

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

Teacher Candidate: Jessi Wolf Student ID (790#): \_\_\_\_\_  
 Subjects & Grade Level(s): Grade 3 School: Hawthorne Elem.  
 Cooperating Teacher(s): Christina 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.

<b>1. Demonstrates knowledge of the disciplines and subject matter related to curriculum.</b>	
<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 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. Presents content in a way student can understand.                  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. Appropriately integrates history, cultural heritage, and contemporary status of Montana Indians, and other diverse populations within the curriculum.                  4 <input 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 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 style="font-size: 1.2em; font-family: cursive;">Often, lesson content is associated with student and teacher's experiences to make it more meaningful</p> <p>Recommendations:</p>
<b>2. Designs interdisciplinary and discrete subject area instruction to achieve curriculum goals.</b>	
<p>A. Establishes clear and useful 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>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 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. 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 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:</p> <p style="font-size: 1.2em; font-family: cursive;">Detailed lesson plans with objectives and standards stated</p> <p>Recommendations:</p> <p style="font-size: 1.2em; font-family: cursive;">Integration skills will continue to increase with teaching experience</p>

**3. Uses appropriate technologies and resources to enhance instruction and student performance.**

- A. Has knowledge of current technology and attempts to incorporate it in teaching.  
4  3  2  1  0  NA
- B. Matches appropriate technologies and resources to lesson objectives.  
4  3  2  1  0  NA
- C. Instructs students in use of technology and class materials to enable students' ability to learn.  
4  3  2  1  0  NA
- D. Uses technology and other resources for students, parents or guardians to access course requirements and information concerning the instructional program.  
4  3  2  1  0  NA

Commendations:

*You seem to be very comfortable with educational technology.*

Recommendations:

**4. Selects and designs appropriate and authentic means of assessing student learning and progress.**

- A. Uses pre-assessments to determine students' background knowledge, and reviews assessment criteria with the cooperating teacher.  
4  3  2  1  0  NA
- B. Matches assessments with objectives.  
4  3  2  1  0  NA
- C. Uses multiple assessments, including performance-based assessments of student progress.  
4  3  2  1  0  NA
- 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  3  2  1  0  NA
- E. Provides accurate feedback on academic performance.  
4  3  2  1  0  NA
- F. Keeps complete and accurate records of student progress.  
4  3  2  1  0  NA  *w/coop. teacher*
- G. Returns graded assignments and exams promptly. ?  
4  3  2  1  0  NA

Commendations:

*You reassuringly provide informal feedback throughout lesson.*  
*each*

Recommendations:

5. Implements instructional and behavioral management strategies to promote a safe and positive learning environment.

5a. Instructional Management

- A. Presents plans in advance of the lesson to the cooperating teacher.  
4  3  2  1  0  NA
- B. Prepares for each lesson.  
4  3  2  1  0  NA
- C. Provides for a safe physical environment for students.  
4  3  2  1  0  NA
- D. Establishes a classroom environment that fosters student achievement.  
4  3  2  1  0  NA
- E. Uses class time effectively.  
4  3  2  1  0  NA
- F. Builds connections to students' prior knowledge.  
4  3  2  1  0  NA
- G. Incorporates student responses or questions to help direct curricular decisions.  
4  3  2  1  0  NA
- H. Engages all students equitably in discussions and activities.  
4  3  2  1  0  NA

Commendations:

Well prepared lessons with materials on hand

Uses repeated review to reinforce prior knowledge

Recommendations:

5b. Behavioral Management

- A. Defines and adheres to clear classroom policies and procedures.  
4  3  2  1  0  NA
- B. Establishes a classroom environment that fosters a positive social environment for learning.  
4  3  2  1  0  NA
- C. Strives to develop attitudes and work habits that promote responsibility and respect for others.  
4  3  2  1  0  NA
- D. Engages and keeps students on-task.  
4  3  2  1  0  NA
- E. Provides appropriate feedback for student behavior.  
4  3  2  1  0  NA
- F. Analyzes classroom problems and initiates appropriate solutions.  
4  3  2  1  0  NA
- G. Uses preventive behavior management strategies and specialized intervention for classroom and individual students.  
4  3  2  1  0  NA

Commendations:

Much better at waiting to start the lesson until all are ready to listen

Defuses inappropriate behavior in a quiet, respectful way

Recommendations:

**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:

(During math lesson) recognized the important fact that there are many ways to problem solve

Recommendations:

Continue to work for closure time at the end of each lesson. It's important to re-state or review the "big ideas" of the lesson.

**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 styles 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:

Shows creativity in lesson planning with a variety of activities to meet students' needs.

Recommendations:

Try More small group work to enhance cooperation

**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:

*Love your enthusiasm in the classroom!*

*You interact with students in a very appropriate manner.*

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:


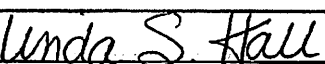
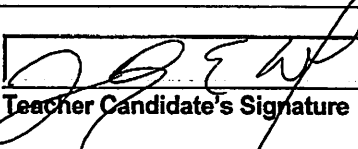
*Thoughtful reflections to me*

Recommendations:

*Always open to observation suggestions*

*Fair in reaction to all students*

*Sets realistic goals*

 Cooperating Teacher's Signature	3/10/14 Date
 University Supervisor's Signature	3-10-14 Date
 Teacher Candidate's Signature	3/10/14 Date