

Midterm Conference

Signed: _____ Date: _____
(Student Teacher)

Signed: _____ Date: _____
(Cooperating Teacher)

Signed: _____ Dept/Course/Sect: _____
(University Supervisor)

Proficiency Categories:

Professional (P)

The teacher candidate demonstrates accomplishment of the components of the standard. The teacher candidate meets the knowledge, dispositions and/or performance skills of an initial educator.

Beginning (B)

The teacher candidate demonstrates partial implementation of the components of the standard. The teacher candidate needs support for continued development of the knowledge, dispositions and/or performance skills.

Unmet (U)

The teacher candidate demonstrates little understanding of the concepts related to the component. The teacher candidate must improve on the knowledge, dispositions, and/or performance skills associated with the standard.

No Chance to Observe (N)

The teacher candidate has not yet had the opportunity to demonstrate implementation of the components of the standard. If (N) is marked, the teacher candidate must develop a plan of action to address the component over the course of the placement.

In preparation for the midterm conference, the cooperating teacher should mark each statement with a (P), (B), (U) or (N). Please refer to the University of Wisconsin-La Crosse Standards in Practice for more detailed information about these proficiency categories. If the cooperating teacher believes the teacher candidate is between developmental levels, he/she may use +s and -s.

Cooperating Teacher Assessment

A. Curriculum in Context: How does the Teacher Candidate (TC) plan lessons and make connections among the learning experiences?

_____ TC plans for a variety of activities, materials and teaching methods appropriate for the discipline. Standard 1

_____ TC considers individual and group performances in order to design and/or adapt instruction that meets learners' current needs, including cognitive, social, emotional, moral, and physical. Standard 2

_____ TC uses multiple representations and explanations of disciplinary concepts as well as evaluates materials for comprehensiveness, usefulness, and accuracy. Standard 1

_____ TC has adequate command of the subject matter and the abilities to transform that knowledge into appropriate level lesson plans. Standards 1, 2, and 4

_____ TC fosters active inquiry, collaboration, and supportive interaction in the learning environment. Standard 6

_____ TC stimulates learner reflection on prior knowledge and links new ideas to familiar ideas. Standard 2

B. Attention to Learners: How does TC create and support learning experiences that address diverse learner development and interests?

_____ TC develops and uses curricular materials that promote critical thinking, problem solving, and performance capabilities. Standard 4

_____ TC uses knowledge of learner differences in curricular planning and implementation, and in their interactions with learners. Standard 3

_____ TC creates experiences that build on the strengths of learners. Standard 3

_____ TC creates a stimulating environment – encouraging activity, involvement, and discovery. Standard 5

_____ TC fosters a setting that respects and supports differences. Standards 3 and 5

_____ TC plans sequential learning experiences to achieve short-term and long-term goals. Standard 7

B. Attention to Learners: How does TC create and support learning experiences that address diverse learner development and interests? (Cont.)

_____ TC uses knowledge of personal, social and cultural backgrounds to plan multiple learning activities. Standard 7

_____ TC monitors and adjusts strategies in response to learner needs. Standard 8

_____ TC uses a variety of assessment strategies to monitor learner progress. Standard 8

C. Commitment to Professional Development: How does the TC enact the role of a professional?

_____ TC presents a professional manner with colleagues, learners, and community members. Standard 10

_____ TC is a collaborative team member of the larger school community. Standard 10

_____ TC evaluates the effects of her/his choices and actions on others (learners, parents, and other professionals).
Standard 10

_____ TC varies her or his role in the instructional process (e.g. instructor, facilitator, audience, etc.) in relation to the content and purposes of instruction and the needs of the learners. Standard 4

_____ TC examines the effectiveness of his/her teaching. Standard 9

_____ TC recognizes the importance of professional organizations (e.g., community activities, school committees, school teams, in-service programs, attendance at school events, etc.) and participates in order to receive the benefits of such. Standard 9

_____ TC engages in written reflection and continually seeks to adapt her/his teaching to better help students.
Standard 9

D. Please discuss with the teacher candidate the steps he/she has outlined to become a more effective teacher and professional.

Teacher Candidate Self Assessment

A. Curriculum in Context: How do I plan lessons and make connections among the learning experiences?

_____ I plan for a variety of activities, materials and teaching methods appropriate for the discipline. Standard 1

_____ I consider individual and group performances in order to design and/or adapt instruction that meets learners' current needs, including cognitive, social, emotional, moral, and physical. Standard 2

_____ I use multiple representations and explanations of disciplinary concepts as well as evaluate materials for comprehensiveness, usefulness, and accuracy. Standard 1

_____ I have adequate command of the subject matter and the abilities to transform that knowledge into appropriate level lesson plans. Standard 1, 2, and 4

_____ I foster active inquiry, collaboration, and supportive interaction in the learning environment. Standard 6

_____ I stimulate learner reflection on prior knowledge and link new ideas to familiar ideas. Standard 2

B. Attention to Learners: How do I create and support learning experiences that address diverse learner development and interests?

_____ I develop and use curricular materials that promote and support critical thinking, problem solving, and performance capabilities. Standard 4

_____ I use knowledge of learner differences in curricular planning and implementation, and interactions with learners. Standard 3

_____ I create learning experiences that build on the strengths of learners. Standard 3

_____ I create a stimulating environment – encouraging activity, involvement, and discovery. Standard 5

_____ I foster a setting that respects and supports differences. Standards 3 and 5

_____ I plan sequential learning experiences to achieve short- and long-term goals. Standard 5

B. Attention to Learners: How do I create and support learning experiences that address diverse learner development and interests? (Cont.)

_____ I use knowledge of personal, social and cultural backgrounds to plan multiple learning activities. Standard 7

_____ I monitor and adjust strategies in response to learners. Standard 8

_____ I use a variety of assessment strategies to monitor learner progress. Standard 8

C. Commitment to Professional Development: How do I enact the role of a professional?

_____ I present a professional manner with colleagues, learners, and community members. Standard 10

_____ I am a collaborative team member of the larger school community. Standard 10

_____ I evaluate the effects of my choices and actions on others (learners, parents, and other professionals).
Standard 10

_____ I vary my role in the instructional process (e.g. instructor, facilitator, audience, etc.) in relation to the content and purposes of instruction and the needs of the learners. Standard 4

_____ I examine the effectiveness of my teaching. Standard 9

_____ I engage in written reflection and continually seek to adapt my teaching to better help learners. Standard 9

_____ I recognize the importance of professional organizations and participate in order to receive the benefits of such.
Standard 9

D. Self-Assessment Narrative (Please address the following questions and attach narrative to the evaluation.)

1. How do I assess my abilities to prepare and implement effective lessons?

* What evidence (artifacts) supports my assessment?

* What steps can I take to become more effective?

2. How do I assess my abilities to set appropriate activities and standards of performance that meet the needs of all learners?

* What evidence (artifacts) supports my assessment?

* What steps can I take to become more effective?

3. In what ways do I examine the effectiveness of my teaching and continually seek to adapt my teaching to help learners develop ways of thinking and acting appropriate to the learning community?

* What evidence (artifacts) supports my self assessment?

* What steps can I take to become more effective?