University of Nebraska Kearney (UNK)

Midterm Summative Assessment

Teacher Candidate **Jerry Janes**

Evaluator's Name: Barb Fitzgerald - bfitzge5@gmail.com - 402-440-8758

Evaluator's Role (Please Select): ☒ Cooperating Teacher (CT)   ☐ University Supervisor (US)   ☐ Teacher Candidate (TC)

Date: 03/22/22

Select the cell in each row, which best describes performance. At midterm, the goal would be for student teachers to be performing at <u>Developing or Proficient.</u> If performance is scored "Below Standard," please be in communication with the Director of Field Experiences.

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Uses knowledge of students to meet needs **Standard 1** Learner Development InTASC 1; CAEP 1.1	Lacks evidence of data collection and use related to students and their development. InTASC 1; CAEP 1.1	Collects data about students and their development but does not adjust teaching. InTASC 1; CAEP 1.1	Uses data about students and their development to adjust teaching. InTASC 1; CAEP 1.1	Uses data about students and their development to adjust teaching and build on student strengths resulting in student learning. InTASC 1; CAEP 1.1
Comments:				

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Differentiates instruction to meet student needs **Standard 2** Learner Differences InTASC 2; CAEP 1.1	Does not identify students' needs for differentiation. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences. InTASC 2; CAEP 1.1	Identifies students' needs for differentiation and responds with individualized instruction, flexible grouping, and varied learning experiences to include bringing multiple perspectives and cultural resources to the discussion of content. InTASC 2; CAEP 1.1
Comments:				

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Promotes a positive classroom environment through clear expectations **Standard 3** Learning Environments	Attempts to communicate and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students and follows routines that support expectations for the learning environment. InTASC 3; CAEP 1.1	Communicates and reinforces clear task and behavior expectations to students, develops routines that support expectations and minimizes the loss of instructional time. InTASC 3; CAEP 1.1

InTASC 3; CAEP 1.1				

Comments:

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Uses accurate content and academic vocabulary **Standard 4** Content Knowledge InTASC 4; CAEP 1.1	Communicates inaccurate content, academic vocabulary and/or provides irrelevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates content and uses academic vocabulary, yet does not consistently provide relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates accurate content, uses academic vocabulary correctly and provides relevant opportunities for students to demonstrate understanding. InTASC 4; CAEP 1.1	Communicates accurate content, uses academic vocabulary correctly, provides relevant opportunities for students to demonstrate understanding and uses knowledge of common misconceptions to create accurate understanding in the content area. InTASC 4; CAEP 1.1

Comments:

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Engages students in critical thinking and collaborative problem solving **Standard 5** Application of Content InTASC 5; CAEP 1.1	Does not assist students in making connections in the discipline. InTASC 5; CAEP 1.1	Links concepts to help students make connections in the discipline. InTASC 5; CAEP 1.1	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline. InTASC 5; CAEP 1.1	Links concepts to help students make connections and engages students in applying methods of inquiry in the discipline to engage learners in critical thinking. InTASC 5; CAEP 1.1

Comments:

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Develops literacy and communication skills through content **Standard 5** Application of Content InTASC 5; CAEP 1.1	Provides few opportunities for students to develop literacy and communication skills. InTASC 5; CAEP 1.1	Engages students in developing literacy and communication skills. InTASC 5; CAEP 1.1	Engages students to utilize literacy and communication skills by accessing a variety of resources and perspectives to show understanding of content. InTASC 5; CAEP 1.1	Engages students to utilize literacy and communication skills from a variety of resources and perspectives to address targeted purposes and audiences. InTASC 5; CAEP 1.1

Comments:

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Uses classroom assessment **Standard 6** Assessment InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments but may not match objectives and/or inform instructional decisions. InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions. InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies. InTASC 6; CAEP 1.1	Uses classroom formative and summative assessments that match objectives and inform instructional decisions to guide implementation of differentiated instructional strategies to include designing and/or adapting interventions as a result. InTASC 6; CAEP 1.1
Comments:				

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Assesses for learning **Standard 6** Assessment InTASC 6; CAEP 1.1	Does not use student performance data and/or knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1	Uses student performance data and knowledge of students to identify interventions that support students. InTASC 6; CAEP 1.1	Uses student performance data and knowledge of students to identify interventions that support and/or advance students to positively impact learning. InTASC 6; CAEP 1.1	Uses student performance data and knowledge of students to identify interventions that support and/or advance learning through a series of differentiated assessment practices that positively impact learning. InTASC 6; CAEP 1.1
Comments:				

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Plans for instruction **Standard 7** Planning for Instruction InTASC 7; CAEP 1.1	Provides little or no evidence of sequenced learning experiences and/or experiences are not linked to the learning objectives, performance tasks and/or assessments. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills. InTASC 7; CAEP 1.1	Sequences learning experiences linked to the learning objectives, performance tasks and assessments to provide multiple ways for students to demonstrate knowledge and skills to include using data to adjust for recurring learning needs throughout planning. InTASC 7; CAEP 1.1
Comments:				

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Incorporates digital tools into instruction **Standard 8** Instructional Strategies InTASC 8; CAEP 1.1	Provides learning experiences that incorporate digital tools infrequently or ineffectively. InTASC 8; CAEP 1.1	Provides relevant learning experiences that incorporate digital tools to stimulate interest. InTASC 8; CAEP 1.1	Provides relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1	Designs or adapts relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity. InTASC 8; CAEP 1.1

Comments:

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Uses research-based instructional strategies **Standard 8** Instructional Strategies InTASC 8; CAEP 1.1	Uses strategies and poses questions. InTASC 8; CAEP 1.1	Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking. InTASC 8; CAEP 1.1	Uses evidence–based strategies to support learning in the content area and poses questions that elicit student thinking and support critical thinking skills. InTASC 8; CAEP 1.1	Uses a broad range of evidence–based strategies to support learning in the content area, poses questions that elicit student thinking about information and concepts to build critical thinking skills. InTASC 8; CAEP 1.1

Comments:

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Uses engagement to enhance learning **Standard 8** Instructional Strategies InTASC 8; CAEP 1.1	Attempts to manage the learning environment for student engagement. InTASC 8; CAEP 1.1	Manages the learning environment for student engagement. InTASC 8; CAEP 1.1	Organizes and manages the learning environment for student engagement using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1	Organizes and manages the learning environment for student engagement and personal accountability using strategies that provide opportunities for students to process and articulate new knowledge. InTASC 8; CAEP 1.1

Comments:

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Accepts critique and input regarding performance **Standard 9** Professional Learning and Ethical Practice InTASC 9; CAEP 1.1	May resist constructive feedback or fail to implement goals to improve practice. InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, but inconsistently implements goals to improve practice. InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, with support sets and implements goals to improve practice. InTASC 9; CAEP 1.1	Invites constructive feedback, responds positively, independently sets and implements goals to improve practice. InTASC 9; CAEP 1.1
Comments:				

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Conveys professional demeanor **Standard 10** Leadership and Collaboration InTASC 10; CAEP 1.1	Conveys a lack of professional decorum when interacting. InTASC 10; CAEP 1.1	Conveys professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. Any minor lapses have been addressed. InTASC 10; CAEP 1.1	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations. InTASC 10; CAEP 1.1	Conveys a confident, professional decorum when interacting with learners, peers, colleagues and the community in small and large group situations to include seeking out leadership opportunities in the school and/or community. InTASC 10; CAEP 1.1
Comments:				

	Below Standard ☐	Developing ☐	Proficient ☒	NA - Advanced
Uses professional communication **Standard 10** Leadership and Collaboration InTASC 10; CAEP 1.1	Demonstrates unprofessional oral, written and/or electronic communication and/or responds to people, problems and crises ineffectively. InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively with additional assistance. InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively. InTASC 10; CAEP 1.1	Demonstrates professional oral, written and electronic communication, responds to people, problems and crises effectively and communicates with families through a variety of means (i.e. notes home, e-mails or websites, phone calls, conferences, meetings). InTASC 10; CAEP 1.1
Comments:				

Midterm Educator Disposition Assessment

The purpose of the Educator Disposition Assessment is to determine a rating for each of the nine dispositions.
Directions: Please use the following scale to rate the individual on each disposition by checking the corresponding number in the cell.

1 = Emerging: minimal evidence of understanding and commitment to the disposition
2 = Developing: some evidence of understanding and commitment to the disposition
3 = Meets expectation: considerable evidence of understanding and commitment to the disposition
4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

For each disposition:
1. Check ONLY the indicators that need to be addressed (see guiding rubric).
2. Provide comments to explain checked indicators. Comments regarding areas of strength may also be added here.
3. Check the overall rating for the disposition.

Educator Disposition Assessment				
1. Demonstrates effective oral communication skills	**Emerging** **1** ☐	**Developing** **2** ☐	**Meets Expectations** **3** ☐	**Exceeds Expectations** **4** ☒
☒1.1 Models Standard English	Comments regarding strengths/areas for growth: Mr. Jane's use of the English language is exceptional.			
☒1.2 Varies oral communication to motivate students				
☒1.3 Makes appropriate comments in the classroom				
☒1.4 Communicates at an appropriate level				
2. Demonstrates effective written communication skills	**Emerging** **1** ☐	**Developing** **2** ☐	**Meets Expectations** **3** ☐	**Exceeds Expectations** **4** ☒
☒2.1 Communicates respectfully with all stakeholders	Comments regarding strengths/areas for growth: Mr. Jane's written communications are clear, respectful and positive.			
☒2.2 Demonstrates appropriate spelling and grammar				
☒2.3 Focuses all written communications positively				
3. Demonstrates professionalism	**Emerging** **1** ☐	**Developing** **2** ☐	**Meets Expectations** **3** ☐	**Exceeds Expectations** **4** ☒

☒3.1 Responds to email promptly	
☒3.2 Exhibits punctuality and attendance	
☒3.3 Maintains professional boundaries with students	Comments regarding strengths/areas for growth: Mr. Janes is organized and uses ethical standards of practice. He definitely maintains professional boundaries with students. His language is articulate and professional with students. He is a team player and has become a role model for the other staff members.
☒3.4 Keeps personal life at home	
☒3.5 Functions as a team player	
☒3.6 Turns in work promptly	
☒3.7 Avoids inappropriate conversations inside and outside of the classroom	
☒3.8 Respects and adheres to the ethical standards of practice	
☒3.9 Refrains from profanity	

4. Demonstrates a positive and enthusiastic attitude	Emerging 1 ☐	Developing 2 ☐	Meets Expectations 3 ☐	Exceeds Expectations 4 ☒

☒4.1 Goes above and beyond requirements	
☒4.2 Demonstrates an appropriately positive affect with students	Comments regarding strengths/areas for growth: Mr. Janes is a problem solver. Working with at risk students requires thinking outside the box when considering their academic and behavioral needs and Jerry does just that as he assesses how to best teach his students.
☒4.3 Seeks solutions to problems instead of complaining	
☒4.4 Encourages students	
☒4.5 Tries new things that are suggested	
☒4.6 Engages openly and actively with students	

5. Demonstrates preparedness in teaching and learning	Emerging 1 ☐	Developing 2 ☐	Meets Expectations 3 ☐	Exceeds Expectations 4 ☒

☒5.1 Accepts constructive feedback	
☒5.2 Learns and adjusts from experience and reflection	Comments regarding strengths/areas for growth: His preparation for class is exceptional. Class objectives are written on a white board before class and referred to during teaching of his class.i
☒5.3 Comes to class planned and with needed materials	
☒5.4 Alters lessons in progress when needed	

6. Exhibits an appreciation of and value for cultural and academic diversity	Emerging 1 ☐	Developing 2 ☐	Meets Expectations 3 ☐	Exceeds Expectations 4 ☒

☒6.1 Demonstrates awareness of traditional and non-traditional family contexts including family status	
☒6.2 Embraces all diversities/differences to include racial, SES, and learning styles	Comments regarding strengths/areas for growth: Mr. Janes brings perspectives from different races and religions into his classes. He is respectful and creates a safe environment for students.
☒.3 Creates a "safe classroom" with zero tolerance of negativity to others	
☒6.4 Plans activities to raise student awareness and acceptance of differences	
☒6.5 Understands the importance of a positive school experience	

7. Collaborates effectively with stakeholders	Emerging 1 ☐	Developing 2 ☐	Meets Expectations 3 ☐	Exceeds Expectations 4 ☒

☐7.1 Engages parental and guardian involvement	
☒7.2 Disagrees respectfully	Comments regarding strengths/areas for growth:
☒7.3 Possesses social awareness	

☒7.4 Uses flexibility				
☒7.5 Listens to what stakeholders are saying as evidenced by considered response				
☒7.6 Maintains a respectful tone at all times				
☒7.7 Shares successful teaching strategies				
☒7.8 Exhibits sense of equality				

8. Demonstrates self-regulated learner behaviors/takes initiative	Emerging 1 ☐	Developing 2 ☐	Meets Expectations 3 ☐	Exceeds Expectations 4 ☒
☒8.1 Recognizes own weaknesses and asks for support	Comments regarding strengths/areas for growth: He asks questions and makes the students think and analyze rather than just looking for rote answers. He knows his student's strengths and uses them to further the student's educational experience.			
☒8.2 Asks questions proactively and is self-directed				
☒8.3 Researches and implements different and most effective teaching styles				
☒8.4 Takes responsibility for knowing students and/or colleagues				

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability	Emerging 1 ☐	Developing 2 ☐	Meets Expectations 3 ☐	Exceeds Expectations 4 ☒
☒9.1 Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm	Comments regarding strengths/areas for growth: Mr. Janes is thoughtful of other's feelings and thoughts. When he arrived to this new setting, even though he had many more years experience than the current teacher, he was very respectful of how the other teacher might feel and considered how he would work to form that relationship.			
☒9.2 Does not overreact to criticism from other situations				
☒9.3 Demonstrates perseverance and resilience (grit)				
☒9.4 Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses				
☒9.5 Demonstrates sensitivity to feelings of others				

Comments: Mr. Janes is an exceptional teacher. He is well prepared and thoughtful as he plans for his lessons. He has made a huge positive impact on the culture of the classroom at HBH.

Evaluator's Signature: Barb Fitzgerald   ☒   Cooperating Teacher   ☐   University Supervisor
(Type in the name and then check the correct box. The check indicates an electronic signature.)

Teacher Candidate's Signature: ☐
(Type in the name and then check the box. The check indicates an electronic signature.)

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