Observation of Student Teachers: 2017 Summary Report
The University of Montana Western Department of Education

During the student teaching experience, university faculty members observe Montana Western teaching candidates as they teach K-12 students. The table below summarizes the results from 2016-2017, showing how well Montana Western student teachers were prepared to teach K-12 students.

Observation of Student Teachers: 2016-2017

Criteria	Unacceptable (%)	Developing (%)	Proficient (%)	Professional (%)
Displays accurate knowledge of important concepts and their interrelationships.	0	2	57	41
Uses a range of effective content-specific pedagogical strategies.	0	7	50	43
Selects standards-based objectives.	0	0	52	48
Writes objectives clearly.	0	5	56	39
Gives descriptive and specific feedback to students.	0	2	53	45
Creates opportunities for students to demonstrate their learning in different ways.	0	2	53	45
Designs learning tasks that challenge student thinking, inviting students to make their thinking visible.	0	0	53	47
Creates lessons that align objectives with instruction & assessment.	0	0	58	42
Connects learning tasks with students' prior knowledge, interests, and experience.	0	2	57	41
Provides scaffolding to support student engagement.	0	8	51	41
Expresses a passion and enthusiasm for teaching and learning that fosters student engagement.	0	0	41	59
Creates groupings of students suitable to the activities.	0	7	55	39
Creates well-structured lessons, with appropriate pacing.	0	8	52	40
Differentiates lessons for groups of students and for individuals.	0	11	66	23
Engages in friendly interactions with K-12 students and school personnel, demonstrating genuine caring and respect.	0	0	36	64
Provides all students equitable access to opportunities for learning.	0	4	56	41
Creates an environment wherein interactions among students are polite and respectful.	0	0	39	61
Supports high expectations for learning and student effort.	0	0	56	44
Establishes effective routines, transitions, and procedures that result in little loss of instructional time.	0	7	56	37
Creates a safe classroom.	0	2	44	54
Makes effective use of a wide range of available resources, including technologies.	0	2	44	54
Monitors student behavior in a subtle and preventive manner.	0	9	51	40
Responds to misbehavior in ways that are sensitive to individual student needs and respectful of students' dignity.	0	0	49	51

Avoids being drawn into or distracted by negative student behaviors.	0	7	42	51
Clearly communicates the objective of the lesson, including where it is situated within broader learning.	0	12	47	41
Clearly explains directions and procedures, modeling when appropriate.	0	4	46	50
Clearly explains content, using correct, age-appropriate spoken and written language.	0	2	51	47
Demonstrates effective presentation skills.	0	2	41	57
Poses questions designed to promote higher-level thinking.	0	0	80	20
Creates a genuine discussion among students.	0	9	53	38
Provides multiple examples and representations of concepts or skills.	0	6	59	35
Uses a range of strategies to ensure that all students are heard.	0	10	53	37
Successfully seizes opportunities to build on spontaneous events, student interests, or questions.	0	0	68	32
Perseveres in seeking approaches for students who have difficulty learning, by drawing on a broad repertoire of strategies.	0	2	57	41
Makes a minor adjustment to the lesson and does so smoothly.	0	0	68	32
Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes.	0	0	51	49