

**Evaluation of Student Teachers: 2017 Summary Report  
University of Montana Western**

School administrators from Montana schools and other schools throughout the Northwest invite Montana Western teaching candidates to complete their student teaching experience in K-12 schools. The mentor teachers who supervise Montana Western candidates are consistently highly satisfied with the preparation of Montana Western candidates for the teaching profession. The University of Montana Western graduates are highly sought after for hiring by schools throughout Montana and the Northwest.

The table below includes the results of the evaluation of Montana Western student teachers during the 2016-2017 academic year. These evaluations were conducted by the mentor teachers who supervised student teachers serving in their classrooms.

<b>Criteria</b>	<b>Unacceptable (%)</b>	<b>Developing (%)</b>	<b>Proficient (%)</b>	<b>Professional (%)</b>
Displays accurate knowledge of important concepts and their interrelationships.	0	4	53	43
Uses a range of effective content-specific pedagogical strategies.	0	11	53	36
Weaves interdisciplinary themes into relevant learning experiences.	0	8	52	40
Stimulates cognitive processes associated with various kinds of learning.	0	9	53	38
Accurately incorporates content related to Montana American Indians.	0	18	53	29
Designs instruction, based on learners' development.	0	11	49	40
Purposefully acquires knowledge from several sources about groups of students' special needs, interests & cultural heritages, including American Indian.	0	15	48	37
Selects standards-based objectives.	0	12	44	44
Writes objectives clearly.	2	6	42	50
Selects assessments that align with objectives.	0	6	45	49
Consistently uses both formative and summative assessment.	0	8	49	43
Gives descriptive and specific feedback to students.	0	4	42	55
Students are aware of assessment criteria, and are provided opportunities to engage in self-assessment.	0	12	56	33
Modifies assessments, as needed, for individuals and sub-groups.	0	8	46	46
Monitors the success of individuals and sub-groups.	0	8	40	52
Creates opportunities for students to demonstrate their learning in different ways.	0	8	42	50
Designs learning tasks that challenge student thinking, and provide active intellectual engagement, inviting students to make their thinking visible.	0	12	46	42
Connects learning tasks with students' prior knowledge, interests, experience, and the community context.	0	6	53	42
Engages students in inquiry, generating and evaluating new ideas and novel approaches, and seeking inventive solutions to problems.	0	12	51	37

Engages students in collaborative problem solving related to authentic local and global issues.	0	18	49	33
Provides scaffolding to support student engagement, self-direction, and ownership of learning.	0	8	55	37
Expresses a passion and enthusiasm for teaching and learning that fosters student engagement.	0	8	26	66
Engages students in using a range of available technologies.	0	8	52	40
Creates groupings of students suitable to the activities.	0	4	44	52
Creates well-structured lessons, with appropriate pacing.	0	15	42	43
Differentiates lessons for sub-groups of students and for individuals.	0	12	51	37
Creates accommodations for students that remove barriers to learning.	0	15	46	38
Engages in friendly interactions with K-12 students and school personnel, demonstrating genuine caring and respect.	0	2	23	75
Provides all students equitable access to opportunities for learning.	0	2	38	60
Creates an environment wherein interactions among students are polite and respectful.	0	6	40	55
Supports high expectations for learning and student effort.	0	6	45	49
Supports students in the development of the precise use of language.	0	6	52	42
Demonstrates commitment to social justice by identifying social inequities and, in partnership with the supervisor, advocates for their remedy.	0	5	45	50
Establishes effective routines, transitions, and procedures that result in little loss of instructional time.	0	17	36	47
Creates a safe classroom.	2	4	34	60
Makes effective use of a wide range of available resources, including technologies.	0	2	48	50
Out resources beyond those provided by the school, including community resources.	0	4	57	39
Monitors student behavior in a subtle and preventive manner.	0	13	45	42
Responds to misbehavior in ways that are sensitive to individual student needs and respectful of students' dignity.	0	6	55	40
Avoids being drawn into or distracted by negative student behaviors.	0	4	55	42
Immediately responds to issues that might compromise the safety of students.	0	2	44	54
Student behavior is generally appropriate.	0	6	42	53
Clearly communicates the objective of the lesson, including where it is situated within broader learning (e.g., curriculum or standards).	0	11	58	30
Clearly explains directions and procedures, modeling when appropriate.	0	8	47	45

Clearly explains content, using correct, age-appropriate spoken and written language, and accurate academic vocabulary.	0	9	53	38
Demonstrates effective presentation skills	0	4	38	58
Poses some questions designed to promote higher-level thinking.	0	10	63	27
Creates a genuine discussion among students.	0	9	57	34
Provides multiple examples and representations of concepts or skills.	0	6	58	37
Uses a range of strategies to ensure that all students are heard.	0	10	54	37
Successfully seizes opportunities to build on spontaneous events, student interests, or questions.	0	8	53	40
Perseveres in seeking approaches for students who have difficulty learning, by drawing on a broad repertoire of strategies.	0	10	56	35
Makes minor adjustments to lessons and does so smoothly.	0	9	45	45
Effectively varies his or her role in the instructional process.	0	6	54	40
Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes.	0	6	47	47
Seeks out opportunities for continued professional development.	0	10	44	46
Engages with colleagues and supervisors in supportive, professional conversation about practice.	0	2	38	60
Volunteers to participate in school events or in school or district projects.	0	2	44	54
With supervision, uses the school's grading system accurately.	0	4	34	62
Has a well-organized system of tracking student progress.	0	4	37	59
Models ethical use of information and technology, including respectful use of social media.	0	4	31	65
Conveys information about student progress to families in a professional manner.	0	4	45	51
Makes attempts to engage families or the community in the instructional program.	0	8	55	37
Understands the expectations of the profession, including codes of ethics, and relevant law and policy.	0	0	49	51
Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	0	2	32	66
Complies fully with school and district regulations.	0	2	25	74