

Student Teacher:

Term and Year:

School:

Cooperating Teacher:

Grade Level Middle Sec

SOE Supervisor:

Mid-Term Review Date:

1 understand the role and purpose of co-curricular and extracurricular activities in the teaching and learning process.

<u>Describe actions taken to attain standard:</u>	<u>Mid-Term Comments:</u>	<u>Standard</u>
		<input type="checkbox"/> Met <input type="checkbox"/> Not Met

**Science ONLY:** E2a Use required safety equipment correctly in classroom, field, and laboratory setting

<u>Describe actions taken to attain standard:</u>	<u>Mid-Term Comments:</u>	<u>Standard</u>
		<input type="checkbox"/> Met <input type="checkbox"/> Not Met

**Science ONLY:** E2e Implement safe procedures during supervised science learning experiences in the public schools.

<u>Describe actions taken to attain standard:</u>	<u>Mid-Term Comments:</u>	<u>Standard</u>
		<input type="checkbox"/> Met <input type="checkbox"/> Not Met

2D use a student's strengths as a basis for growth, and a student's errors as opportunities for learning;

<u>Describe actions taken to attain standard:</u>	<u>Mid-Term Comments:</u>	<u>Standard</u>
		<input type="checkbox"/> Met <input type="checkbox"/> Not Met

2E assess both individual and group performance and design developmentally appropriate instruction that meets the student's current needs in the cognitive, social, emotional, moral, and physical domains;

<u>Describe actions taken to attain standard:</u>	<u>Mid-Term Comments:</u>	<u>Standard</u>
		<input type="checkbox"/> Met <input type="checkbox"/> Not Met

2F link new ideas to familiar ideas; make connections to a student's experiences; provide opportunities for active engagement, manipulation, and testing of ideas and materials; and encourage students to assume responsibility for shaping their learning tasks; and

<u>Describe actions taken to attain standard:</u>	<u>Mid-Term Comments:</u>	<u>Standard</u>
		<input type="checkbox"/> Met <input type="checkbox"/> Not Met

3L use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;

<b><u>Describe actions taken to attain standard:</u></b>	<b><u>Mid-Term Comments:</u></b>	<b><u>Standard</u></b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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3O use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

<b><u>Describe actions taken to attain standard:</u></b>	<b><u>Mid-Term Comments:</u></b>	<b><u>Standard</u></b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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3Q develop a learning community in which individual differences are respected; and

<b><u>Describe actions taken to attain standard:</u></b>	<b><u>Mid-Term Comments:</u></b>	<b><u>Standard</u></b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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4E demonstrate flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs;

<b><u>Describe actions taken to attain standard:</u></b>	<b><u>Mid-Term Comments:</u></b>	<b><u>Standard</u></b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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4H monitor and adjust strategies in response to learner feedback;

<b><u>Describe actions taken to attain standard:</u></b>	<b><u>Mid-Term Comments:</u></b>	<b><u>Standard</u></b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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4I vary the instructional process to address the content and purposes of instruction and the needs of students;

<b><u>Describe actions taken to attain standard:</u></b>	<b><u>Mid-Term Comments:</u></b>	<b><u>Standard</u></b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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4L develop, implement, and evaluate lesson plans that include methods and strategies to maximize learning that incorporate a wide variety of materials and technology resources.

<b><u>Describe actions taken to attain standard:</u></b>	<b><u>Mid-Term Comments:</u></b>	<b><u>Standard</u></b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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5H. establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole;

<b><u>Describe actions taken to attain standard:</u></b>	<b><u>Mid-Term Comments:</u></b>	<b><u>Standard</u></b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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5I establish peer relationships to promote learning;

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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5K use different motivational strategies that are likely to encourage continuous development of individual learner abilities;

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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5L design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities;

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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5N organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks;

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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5O maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals;

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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5P develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning;

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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5Q analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work; and

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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5R organize, prepare students for, and monitor independent and group work that allows for full, varied, and effective participation of all individuals.

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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6G foster sensitive communication by and among all students in the class;

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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6H use effective communication strategies in conveying ideas and information and in asking questions;

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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7D create short-range and long-range plans that are linked to student needs and performance;

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7F implement learning experiences that are appropriate for curriculum goals, relevant to learners, and based on principles of effective instruction including activating student prior knowledge, anticipating preconceptions, encouraging exploration and problem solving, and building new skills on those previously acquired;

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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7G evaluate plans in relation to short-range and long-range goals, and systematically adjust plans to meet student needs and enhance learning; and

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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7H plan for the management of technology resources within the context of learning activities and develop strategies to manage student learning in a technology-integrated environment.

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8A be able to assess student performance toward achievement of the Minnesota graduation standards under chapter 3501;

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8G use varied and appropriate formal and informal assessment techniques including observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests;

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8H use assessment data and other information about student experiences, learning behaviors, needs, and progress to increase knowledge of students, evaluate student progress and performance, and modify teaching and learning strategies;

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8I implement students' self-assessment activities to help them identify their own strengths and needs and to encourage them to set personal goals for learning;

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8J evaluate the effect of class activities on both individuals and the class as a whole using information gained through observation of classroom interactions, questioning, and analysis of student work;

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8K monitor teaching strategies and behaviors in relation to student success to modify plans and instructional approaches to achieve student goals;

<b>Describe actions taken to attain standard:</b>	<b>Mid-Term Comments:</b>	<b>Standard</b> <input type="checkbox"/> Met <input type="checkbox"/> Not Met
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8L establish and maintain student records of work and performance;

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8M responsibly communicate student progress based on appropriate indicators to students, parents or guardians, and other colleagues; and

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8N use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

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9B understand methods of inquiry, self-assessment, and problem-solving strategies for use in professional self-assessment;

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9H use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;

