

SIUE Elementary Program
Year One Midpoint Conference Consensus Form - Yellow
For CIED 302 & CIED 303 Field Experience

Student Teacher: Olivia Hess
 Mentor Teacher: Rachel Whitener
 University Supervisor: Megan Stevenson
 Date: 9/18/24

Directions: Record evaluation ratings in the space provided. For details, refer to the Year One Elementary Field Performance Indicator document that accompanies this form.

Beginning Teacher Knowledge and Skills (BTKS)			
	Candidate Score 2-1-0	Cooperating Teacher Score 2-1-0	Consensus Score 2-1-0
1. Teacher candidate has begun to engage students in instruction.	2	2	2
A. Involvement in planning, teaching and assessment.	1	2	2
B. Articulation of directions and explanations.	2	2	2
C. Use of formative assessments.	2	2	2
D. Use of active listening skills to promote discourse.	2	2	2
2. Teacher candidate has begun to manage the classroom learning environment	2	2	2
A. Use of names and student participation	2	2	2
B. Use of classroom rules, routines, and procedures.	2	2	2
C. Attitude toward students	2	2	2
D. Awareness of student behavior and learning needs	2	2	2
E. Use of physical classroom space and resources including technology.	2	2	2

Comments:

Olivia has been a fantastic teacher candidate! She was willing to jump in immediately and start helping the students. She has always acted in a professional manner with both adults and children. My student adore working with her!

Teacher candidate should record their professional goals (SMART) below.

Goal 1:
 SMART student will...
 Goal 2:
 SMART student will...

Goal 1: By the end of my next placement I will lead a math lesson instead of co-teaching

Last updated: August 19, 2019

Goal 2: By the end of my next placement I will involve the students during my read aloud lesson by using turn and talk.

**SIUE Elementary Program
Educator Disposition Assessment (EDA)**

	Candidate Score 2-1-0	Cooperating Teacher Score 2-1-0	Consensus Score 2-1-0
1. Demonstrates Effective Oral Communication Skills	2	2	2
A. Language, grammar, word choice	2	2	2
B. Varying oral communication to motivate students	2	2	2
C. Vocabulary	2	2	2
2. Demonstrates Effective Written Communication Skills	2	2	2
A. Respectful and positive	2	2	2
B. Spelling and grammar	2	2	2
3. Demonstrates Professionalism	2	2	2
A. Rate of response to communications and timeliness related to submission of assignments	2	2	2
B. Punctuality and attendance	2	2	2
C. Professional boundaries of ethical practice	2	2	2
D. Personal life issues in the classroom/workplace	2	2	2
E. Functioning in a collaborative group	2	2	2
4. Demonstrates a positive and enthusiastic attitude	2	2	2
A. Response to problems	1	2	2
B. Response to suggestions	2	2	2
C. Demonstration of appropriate affect (<i>verbal and non-verbal cues</i>)	2	2	2
5. Demonstrates preparedness in teaching and learning	2	2	2
A. Response to constructive feedback as evidenced by implementation of suggested ideas	2	2	2
B. Accuracy of perception of teaching/learning effectiveness	2	2	2
C. Presence of plans and needed materials when they come to class	2	2	2
D. Awareness that lesson is not working	1	2	2
6. Exhibits an appreciation of and value for cultural and academic diversity	2	2	2
A. Embracement of diversity as evidenced by activities and behaviors	2	2	2
B. Creation of a safe classroom as evidenced by the degree of tolerance of negative student behaviors	2	2	2
7. Collaborates effectively with stakeholders	2	2	2
A. Flexibility as evidenced by ability to provide considered responses and the acceptance of majority consensus	2	2	2
B. Presences of respectful tone	2	2	2
C. Sharing of teaching strategies and ideas	2	2	2
8. Demonstrates self-regulated learner behaviors/takes initiative	2	2	2
A. Recognition of weaknesses & how they approach the need for support	2	2	2
B. Use of research to guide effective teaching	1	2	2
9. Exhibits the social and emotional intelligence to promote personal and educational goals/ stability	2	2	2
A. Maturity and self-regulation	2	2	2
B. Perseverance (grit)	2	2	2
C. Sensitivity to the feelings of others	2	2	2

Comments: