



# Assessment Details

**3.2** Delger, Erin

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**ASSESSOR** [Klemisch, Robert \(external\)](#)

**TYPE** Manual

**FIELD PLACEMENT** Student Teaching SPRING 2019

**TOC** n/a

**INSTRUMENT** [Student Teaching Observation Tool](#)

**OVERALL COMMENT:** Erin is at the midpoint of her student teaching experience in third grade at Beulah Elementary in Beulah, ND. She has already demonstrated that she has the abilities to become an excellent teacher. She can relate to her students and has good classroom management skills. Her lessons show creativity, and she is aware of the need to keep her students engaged in lessons. She is off to a very good start.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Lessons are developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	She accounts for students' prior knowledge.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	All students are treated fairly and expected to learn.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	She creates a positive, caring, and open environment.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	She does a good job of keeping her students actively engaged.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	Her directions are clear and detailed. She makes her expectations for behavior very clear.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	She immediately redirects inappropriate or undesirable behaviors.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text" value="3.0"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	Her lessons are well planned and presented in an engaging and effective manner.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	She does a good job of creating meaningful learning experiences in her lessons.
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text" value="3.0"/> 4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	She tries to tap into experiences her students may relate to.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	Lessons are engaging and allow for a variety of perspectives.
Accesses content resources to build global awareness		1.0 <input type="text" value="3.0"/> 4.0	She had no difficulty accessing resources for her lessons.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.5"/> 4.0	She does well at providing her students opportunities to work collaboratively.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Uses a variety of formative assessments to check student's learning. (Kahoot, IXL, and Exit Tickets)
Provides students with meaningful feedback to guide next steps in learning		1.0 <input type="text" value="3.5"/> 4.0	She provides her students with constant and appropriate feedback.
Uses appropriate data sources to identify student learning needs		1.0 <input type="text" value="3.0"/> 4.0	Uses scores from MAP testing and Dibels to look for areas of strengths and weaknesses.

Criterion	Description	Score	Comments
Engages students in self-assessment strategies		1.0 <input type="text" value="3.0"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	Lessons follow state and district standards.
Uses assessment data to inform planning for instruction		1.0 <input type="text" value="3.0"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	She is aware of the different needs of her students and makes attempts to adjust for individual needs.
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	Uses PLC time to align curriculum and lessons to be consistent among grade level.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.5"/> 4.0	She uses a variety of teaching strategies in her lessons including many hands-on activities.
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="3.0"/> 4.0	Technology is used seamlessly and appropriately.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	There is some differentiation provided for students with different needs.
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	She had good communication skills.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	She is very open to feedback from both her cooperating teacher and university supervisor.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Her reflections show a very solid grasp of the educational process.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	She is aware of her legal responsibilities.
Demonstrates commitment to the profession		1.0 <input type="text" value="3.0"/> 4.0	She is committed to her profession and is genuine in her desire to improve her skills.

Criterion	Description	Score	Comments
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	PLC time is used to discuss struggling areas of curriculum and lessons to help improve student knowledge and engagement.
Collaborates with parent/guardian/advocate to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	Keeps parents informed on classroom behaviors and academics.

Annotated Documents

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