



Assessment Details

3.2 Dion, Allison

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

TYPE Manual

FIELD PLACEMENT Student Teaching II FALL 2018

TOC n/a

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



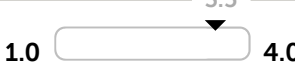






OVERALL COMMENT:

University Supervisor: Allison has completed her first grade student teaching experience at St. Mary’s Elementary School. She did quite well relating to her students. They liked her and responded favorably to her instruction. They were willing to work for her. She became comfortable and effective with classroom management. Technology was used often to enhance her lessons. She worked well with other staff at St. Mary’s. She had a successful student teaching experience and knows what to do to provide a successful learning environment for her students.

Cooperating Teacher: Allison was a wonderful part of our school during these weeks of her student teaching. She gained the respect of students and staff alike. She was always willing to lend a hand where needed. She took the time to make connections with the students, and they loved her. She would be an asset to any school looking for a teacher that is a team player. She is not afraid to step out of her comfort zone. She has an easygoing manner and obviously loves what she is doing. There are many things about Allison that will make her an excellent classroom teacher and staff member.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> 3.0 1.0 4.0 3.0 </div>	Instruction was appropriate for first grade students.

Accounts for differences in students' prior knowledge			Prior knowledge is acquired and used for differentiation.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs			
Exhibits fairness and belief that all students can learn			All students were treated fairly and expected to learn. She is firm but fair.
Creates a safe and respectful environment for learners			She created a warm, safe, and respectful environment for her students. They were comfortable in her room and enjoyed having her as their teacher.
Structures a classroom environment that promotes student engagement			She provided some lessons that were very engaging for her students.
Clearly communicates expectations for appropriate student behavior			Allison was able to effectively communicate her expectations for proper behaviors to her students. She is very clear on what is and is not acceptable behavior and takes care of it.
Responds appropriately to student behavior			She was able to redirect undesirable student behaviors. She redirected, moved the child or gave choices of her choosing and let the child pick the best choice. She wouldn't argue, just kept rotating what she said.
Guides learners in using technologies in appropriate, safe, and effective ways			
Effectively teaches subject matter			Her lessons were well planned and effective.
Guides mastery of		3.0	Some lessons provided

content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	meaningful learning experiences.
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	At times, she made connections between subject material in her lessons and real-life experiences of her students.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	There was some variety of teaching strategies used.
Accesses content resources to build global awareness		1.0 <input type="text" value="3.0"/> 4.0	She had no difficulty accessing resources used in her lessons.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	Some collaboration was used during her lessons.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	She used written forms and observations.
Provides students with meaningful feedback to guide next steps in learning		1.0 <input type="text" value="3.0"/> 4.0	She provided students with feedback during lessons and while assisting them with their work.
Uses appropriate data sources to identify student learning needs		1.0 <input type="text" value="3.0"/> 4.0	She used appropriate data sources to help identify student needs.
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 were connected to district and state standards.
Uses assessment data to inform planning for instruction		1.0 <input type="text" value="3.0"/> 4.0	She checked for understanding and then if needed, re-taught the information or works

			individually with the student.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	She was able to adjust instruction depending on how her students reacted to her instruction.
Collaboratively designs instruction		1.0 <input type="text" value="4.0"/> 4.0	She worked together with her cooperating teacher to collaborate on planning. They planned as a team.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.5"/> 4.0	She used a variety of activities to promote the engagement of her learners.
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="3.5"/> 4.0	She was very comfortable using technology to enhance her lessons.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.5"/> 4.0	There was differentiation evident in her room. Students were in leveled programming in spelling and reading.
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.5"/> 4.0	She did well communicating with her students. She could relate to her students in a positive manner.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	She was very open to feedback on her instruction.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Allison was very good at realizing what went well, did not go as well as planned and changed the lesson to make it work better the next time.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	
Demonstrates commitment to the profession		1.0 <input type="text" value="3.5"/> 4.0	It is evident that she has a desire to become a teacher. Allison had a job working with kids in an after-school program as

			well as teaching faith formation to students.
Collaborates with colleagues to improve student performance			She was very willing to listen to ideas from her cooperating teacher or other staff members.
Collaborates with parent/guardian/advocate to improve student performance			She had a meeting with a parent to discuss academics and behaviors of a student. She gave pertinent information from her observations and work with the student.

Annotated Documents

Comments on Page Content