



Assessment Details

SCORE: 3.7 [Brinckwirth, Tony](#)

 **SUBMITTED** 2022-02-07 00:00:42

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 **ASSESSOR** [Coyle, Cassandra \(external\)](#)

 **TYPE** Manual

 **PLACEMENT** Internship II EDIS
488x_588x

 **TOC** n/a

 **INSTRUMENT** [2019-22 Internship
Midterm Eval by Mentor](#)

OVERALL COMMENT: Mr. Brinckwirth works professionally and effectively with both students and staff. He is able to plan with the team and adapt materials/concepts to ensure comprehension and mastery for our ELL's.

Assessed Criteria

Criterion	Description	Score	Comments
[Professional Knowledge] Content Understanding: The candidate identifies and demonstrates understanding of essential components of a concept and makes explicit connections among knowledge, understandings, and skills.		<p>1.0 <input type="text" value="3.7"/> 4.0</p> <p style="text-align: right;">4.0</p>	Mr. Brinckwirth is effective in taking concepts and related materials implemented by the regular education teacher and making the necessary adaptations to meet the need of ELL's.

Criterion	Description	Score	Comments
<p>[Professional Knowledge] Curriculum Standards: The candidate effectively addresses appropriate state and local standards.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Instructional Planning] Learning Targets: The candidate establishes clear learning targets.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Mr. Brinckwirth establishes learning targets that are clear and easy for the students to understand.</p>
<p>[Instructional Planning] Lesson Plan Details: The candidate develops lesson and unit plans that make clear what students will do during the lesson, how they will be assessed, and how the candidate will facilitate learning activities and transitions.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Instructional Planning] Planning with Data: The candidate uses qualitative and quantitative data to document learning and plan for instruction.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Instructional Planning] Preparation: The candidate is prepared to teach lessons, ensuring materials are prepared in advance and readily accessible.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	

Criterion	Description	Score	Comments
<p>[Instructional Delivery] Instructional Dialogue: The candidate balances student and teacher dialogue, creating opportunities for extended dialogue among students. Students freely initiate questions and commentary.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Instructional Delivery] Higher Order Thinking for All Students: The candidate facilitates higher order thinking across all student demographics, cultural backgrounds, and readiness levels.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Instructional Delivery] Differentiation: The candidate differentiates instruction based on students' prior knowledge, assessment data, and the candidates' knowledge of students' lived experiences.</p>		<p>1.0 <input type="text" value="4.0"/> 4.0</p>	<p>Mr. Brinckwirth effectively provides instruction based on individual students' needs.</p>
<p>[Instructional Delivery] Instructional Technology: The candidate makes appropriate use of instructional and assistive technology to engage students and support student learning.</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	

Criterion	Description	Score	Comments
<p>[Assessment] Assessment Strategies and Tools: The candidate uses appropriate, relevant, and valid assessments and assessment strategies to generate data that are appropriate to use for instructional planning and future assessment.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Assessment] Checking for Understanding During Instruction: The candidate acknowledges background knowledge, checks in with students for content understanding, notices difficulties, and adjusts instructions as needed.</p>		<p>1.0 <input type="text" value="4.0"/> 4.0</p>	
<p>[Assessment] Quality of Feedback: The candidate provides high-quality feedback, including scaffolding, timely assistance, and affirmation of students' efforts.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Assessment] Student Metacognition: The candidate provides opportunities for student metacognition (i.e., thinking about, planning for, evaluating, and reflecting on their own learning).</p>		<p>1.0 <input type="text" value="4.0"/> 4.0</p>	
<p>[Learning Environment] Teacher Affect: The candidate demonstrates interest and engagement equitably toward all students in order to build rapport with all students.</p>		<p>1.0 <input type="text" value="4.0"/> 4.0</p>	

Criterion	Description	Score	Comments
<p>[Learning Environment] Expectations for Student Behavior: The candidate establishes a climate conducive to learning by setting and consistently enforcing clear expectations for student behavior.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Learning Environment] Behavior Management: The candidate uses proactive strategies to address student behavior and is effective in redirecting misbehavior.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Learning Environment] Cultural Competence: The candidate demonstrates cultural competence and responsiveness to diverse student and family funds of knowledge.</p>		<p>1.0 <input type="text" value="4.0"/> 4.0</p>	
<p>[Professionalism] Professional Communication: The candidate communicates professionally and effectively within the school community to promote students' well-being and success.</p>		<p>1.0 <input type="text" value="4.0"/> 4.0</p>	
<p>[Professionalism] Collaboration and Collegiality: The candidate works in a collegial and collaborative manner with administrators, school and university personnel, and the community.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	

Criterion	Description	Score	Comments
<p>[Professionalism] Legal and Ethical Guidelines: The candidate adheres to federal and state laws, school and division policies, and ethical guidelines.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Professionalism] Goal Setting: The candidate sets and articulates goals for improving their own knowledge and skills and seeks out resources to achieve those goals.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	
<p>[Professionalism] Personal Reflection: Through personal reflection, the candidate reflects on their identify, their personal and professional experiences, and the ways in which those factors interact with children's backgrounds and inform instruction.</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	

Annotated Documents

Comments on Page Content