



Assessment Details

SCORE: 2.8 [Brinckwirth, Tony](#)

 **SUBMITTED** 2021-11-03 00:02:29

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 **ASSESSOR** [Lucia, Jessa \(external\)](#)

 **TYPE** Manual


 **PLACEMENT** Internship I EDIS 586X




 **TOC** n/a




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

OVERALL COMMENT: Best wishes as you move into your second placement, Tony. I am excited to hear about your next group of students and where this journey takes you. Greer is always here to come back and visit when you're in Charlottesville!



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.		<div style="text-align: center;"> 1.0 2.5 4.0  </div>	

Criterion	Description	Score	Comments
<p>[Professional Knowledge] Curriculum Standards: The candidate effectively addresses appropriate state and local standards.</p>		<p>1.0  4.0</p>	<p>Whenever Tony and I discussed a lesson, he used the Virginia Standards of Learning to help guide his lesson planning and instruction.</p>
<p>[Instructional Planning] Learning Targets: The candidate establishes clear learning targets.</p>		<p>1.0  4.0</p>	<p>This has been an area of growth throughout the semester. Tony's last eval cycle lesson proved that he is confident writing and sharing clear learning targets for students.</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  4.0</p>	

Criterion	Description	Score	Comments
<p>[Instructional Planning] Planning with Data: The candidate uses qualitative and quantitative data to document learning and plan for instruction.</p>		<p>1.0  4.0</p>	<p>This was difficult for students that we worked with in a push-in setting. I am confident that this will be an area that Tony will show higher proficiency in next semester as he works with the same groups of students for longer periods of time more frequently.</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  4.0</p>	<p>Planning and preparation showed great progress throughout the semester</p>
<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  4.0</p>	




Criterion	Description	Score	Comments
<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="2.5"/> 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="2.0"/> 4.0</p>	<p>Observing, knowing, and documenting what your students can do will help you to differentiate instruction moving forward. The elementary level requires such extensive observation, intuition, and flexible thinking in order to both plan differentiated learning opportunities for students and also to differentiate instruction in the moment. I also believe that, based on your intuition, curiosity, and general caring of people, that differentiation will be something that comes naturally to you as you spend more time with students.</p>

Criterion	Description	Score	Comments
<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  4.0</p>	
<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  4.0</p>	<p>Although Tony helped me give some assessments, he did not have the chance to create assessments or utilize the data from assessments in a relevant or authentic way yet.</p>

Criterion	Description	Score	Comments
<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  4.0</p>	<p>Definitely progressing throughout the semester</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  4.0</p>	<p>Tony has provided positive affirmations and timely assistance for students since day 1. He is continuing to develop a bank of high-quality feedback opportunities when responding to learning activities.</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  4.0</p>	

Criterion	Description	Score	Comments
<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="3.5"/> 4.0</p>	
<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="2.5"/> 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="2.5"/> 4.0</p>	

Criterion	Description	Score	Comments
<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>This is absolutely an area of strength for Tony!</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="3.0"/> 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="3.0"/> 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  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  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  4.0</p>	<p>Tony was incredibly reflective throughout his placement. He is his own toughest critic, for sure, and yet was also able to notice when things went well and consider what role he had in those successes!</p>

Annotated Documents

Comments on Page Content

