



# Assessment Details

**SCORE: 3.0** [Brinckwirth, Tony](#)

 **SUBMITTED** 2022-04-01 00:01:42

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 **ASSESSOR** [Mullen, Sharon](#)

 **TYPE** Manual

 **PLACEMENT** Internship II EDIS  
488x\_588x




 **TOC** n/a




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



**OVERALL COMMENT:** *None*





## 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.		1.0 <input type="text" value="3.0"/> 4.0	Tony continues to develop his skills in understanding content. He walks his students through each topic, using conversations and connections to broaden their understanding. In doing so, he expands his knowledge of the content as it relates to the grade level.

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>Tony implements the curriculum guides used by his school for ESL to match his county curriculum. He uses additional discussion and modeling to further their understanding.</p>
<p>[Instructional Planning] Learning Targets: The candidate establishes clear learning targets.</p>		<p>1.0  4.0</p>	<p>As Tony's knowledge of and experience with standards and curricula expands and deepens, I am confident he will incorporate effective pre-assessment materials and strategies to guide in clarifying learning targets.</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>	<p>Tony's lesson plans are detailed and provide him with opportunities to foster group discussion and elevate their thinking beyond knowledge.</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>Based on feedback from his mentoring teacher as well as his updates and triad review meetings - it is apparent to me that Tony consistently strives to understand and attempt to remediate the students' learning challenges - whether that's to remediate or to enrich.</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>All lesson plans had clear learning targets which guided instruction. Tony was prepared for each lesson.</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>	<p>Tony, you engage students in dialogue related to the content. Students are willing to ask questions as well as contribute to discussions.</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  4.0</p>	<p>Tony encouraged students to make connections between the skills taught and how those skills impacted their daily lives.</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  4.0</p>	<p>Tony's awareness, strategies, and skills to gauge student learning improved throughout his internship. Continue to adjust questions, pacing, and activities to meet student 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  4.0</p>	<p>Tony, after taking suggestions from triad meetings, you consistently started using technology when teaching. Consider incorporating technology specifically as a student used learning tool in one of your upcoming lessons.</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  4.0</p>	<p>Tony worked closely with his mentor teacher to determine appropriate lessons for the students he served.</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  4.0</p>	<p>Tony encourages conversation with his students and uses the natural dialogue to drive his instruction.</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>Affirmation of student effort is consistent. Tony focuses on high quality specific feedback to encourage growth for students at various levels.</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>	<p>Tony encouraged students to reflect upon what they were learning, and voice questions or concerns if they were unsure.</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 style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Tony has a natural enthusiasm, and it is infectious to his students. They seem eager to work and share. Tony strives to check in with all participants.</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 style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Tony, your students are aware of the class expectations. You utilize routines and rituals with which the students are familiar.</p>
<p>[Learning Environment] Behavior Management: The candidate uses proactive strategies to address student behavior and is effective in redirecting misbehavior.</p>		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Tony has shown growth in this area. Tony continues to be reflective on the importance of establishing strong behavior and classroom management.</p>
<p>[Learning Environment] Cultural Competence: The candidate demonstrates cultural competence and responsiveness to diverse student and family funds of knowledge.</p>		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Tony created lessons that made real world connections and provided activities making those connections.</p>

Criterion	Description	Score	Comments
<p>[Professionalism] Professional Communication: The candidate communicates professionally and effectively within the school community to promote students' well-being and success.</p>		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Tony seems to be a confident member of his learning community. I have observed him in triad meetings and and he is an integral part of the conversation.</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 style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Few opportunities to observe tasks related to this criterion.</p>
<p>[Professionalism] Legal and Ethical Guidelines: The candidate adheres to federal and state laws, school and division policies, and ethical guidelines.</p>		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Based on my observations and his mentor teacher's comments, Tony consistently adhered to guidelines and behaved in an ethical manner.</p>

Criterion	Description	Score	Comments
<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>Tony, during each triad meeting we identified goals such as using technology more in the classroom and your responded positively to constructive feedback.</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>Responses to video prompts showed sincere engagement with the reflection and a willingness to adapt.</p>

## Annotated Documents

## Comments on Page Content