UNIVERSITY *of* MARY

Assessment Details

GRADE: 90.00%   SCORE: 1.9   Brekhus, Shelby

🕐 **SUBMITTED** 2021-10-04 00:00:44

🕐 **ASSESSED** 2021-10-09 16:55:26   ✅ **Results Seen** 2021-10-10 11:50:22

👤 **ASSESSOR** Sieger, Amanda (external)

✔️ **TYPE** Manual

🏢 **PLACEMENT** Fall 2021 EDU 400 B2

☰ **TOC** n/a

▦ **INSTRUMENT** Practicum II Critical Dispositions (400 Level Midterm)

OVERALL COMMENT: The first week with Shelby in the classroom has been nothing but a positive experience. She continues to take feedback & makes changes to her lesson plans and instruction. She has made connections easily with students in the room and has built positive relationships with the students in a very short amount of time. Shelby continues to work on her confidence in the classroom and improving her classroom management of the learning environment.

Assessed Criteria

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	**The teacher candidate respects learners' developmental strengths and needs.**	2.0 ▼ 1.0 — 3.0	
InTASC Standards 1-3 Learner and Learning	**The teacher candidate believes that all students can learn and achieve.**	1.5 ▼ 1.0 — 3.0	Shelby does an excellent job in displaying the attitude that all students in the classroom are capable of learning & reaching expectations.
		1.5	

InTASC Standards 1-3 Learner and Learning	The teacher candidate commits to knowing about the cultures and communities that impact their students.	1.0 [▼] 3.0	Shelby is still learning about student backgrounds & communities. Shelby is continuing to build relationships with students and applying that to learning opportunities.
InTASC Standards 1-3 Learner and Learning	The teacher candidate displays a commitment to provide equitable learning and development opportunities for all.	1.5 1.0 [▼] 3.0	Shelby takes into consideration the different learners within the classroom and how to provide a positive learning experience for all.
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in decision-making for purposeful learning.	1.5 1.0 [▼] 3.0	Focusing on the "hook" or introduction of lesson will help to make learning more purposeful.
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in collaborative learning.	1.5 1.0 [▼] 3.0	Shelby has done a wonderful job creating lessons with given materials and making her lessons her own. Giving feedback on assessments collected would help to increase the collaborative learning for students.
InTASC Standards 4-5 Content	Teacher candidate commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.	1.5 1.0 [▼] 3.0	
InTASC Standards 4-5 Content	Teacher candidate is committed to linking subject content to real life issues.	2.0 1.0 [▼] 3.0	Social studies lesson was fantastic with discussion questions that lead students to making real-life connections.
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	1.5 1.0 [▼] 3.0	Limited accommodations were present in lessons & assessments. Focus on differentiation would move Shelby into the

			meeting expectations.
InTASC Standards 6-8 Instructional Practice	**The teacher candidate is committed to planning learning opportunities that promote student growth.**	1.5 1.0 ▼ 3.0	Learning opportunities are planned; however; assessment is not driving instruction yet.
InTASC Standards 6-8 Instructional Practice	**The teacher candidate values the exploration of how to use new and emerging technologies to promote student learning.**	2.0 1.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate maintains a positive attitude in professional settings.**	3.0 1.0 ▼ 3.0	Shelby has done an excellent job participating in PLC, collaborative planning, and a parent meeting.
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate commits to professional appearance in dress and grooming.**	3.0 1.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate commits to upholding the role of educator in all legal/ethical ways, including honesty, integrity, fairness, confidentiality, an understanding of FERPA rules, and a Code of Ethics.**	2.0 1.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate values appropriate interpersonal relationships in all settings.**	2.0 1.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate is dependable, prepared and on time.**	2.0 1.0 ▼ 3.0	
InTASC Standards 9-10	**Teacher candidate is approachable, nonthreatening, and**	2.0 1.0 ▼ 3.0	Shelby is positive and approachable in the classroom and within the

Professional Responsibility	**positive.**		school.
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate receives and uses constructive professional feedback.**	2.5 1.0 ▼ 3.0	Shelby is extremely open to feedback and that is reflective in her lesson planning and delivery.
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders.**	2.0 1.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate communicates professionally through electronic means (email, social media, course management system).**	2.0 1.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate communicates professionally in oral language when working with stakeholders.**	2.0 1.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate accepts responsibility for personal actions and behaviors.**	2.0 1.0 ▼ 3.0	

Annotated Documents

Comments on Page Content