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Assessment Details

SCORE: 2.8 [Wilke, Emily](#)

 **SUBMITTED** 2021-04-05 00:03:30

 **ASSESSED** 2021-04-29 08:26:24  Results
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 **ASSESSOR** [Baker, Pamela \(external\)](#)

✓ **TYPE** Manual




 **PLACEMENT** EDU 300 Spring 2021









 **TOC** n/a









 **INSTRUMENT** [Practicum I Critical Dispositions](#)




OVERALL COMMENT: Miss Wilke will make an exceptional teacher upon graduation. She is thoughtful and kind. She brings her caring personality into her teaching and kids like her. I would not hesitate to co-teach with her in the future.

Assessed Criteria

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	The teacher candidate respects learners' developmental strengths and needs.	1.0  3.0	It was apparent that throughout the time Miss Wilke was at Will-Moore, she wanted to learn and sought out new ways to engage student learning.
InTASC Standards 1-3 Learner and Learning	The teacher candidate believes that all students can learn and achieve.	1.0  3.0	Miss Wilke differentiated for all learners. Working through 'what-if' scenarios to ensure all students were engaged.
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	Will-Moore has a variety of socio-economic families. This setting is a good mix of real world cultures.

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	The teacher candidate displays a commitment to provide equitable learning and development opportunities for all.	1.0  3.0 2.5	
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in decision-making for purposeful learning.	1.0  3.0 3.0	Miss Wilke consistently attached meaning and engaged students connecting on their background knowledge to new learning!
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in collaborative learning.	1.0  3.0 3.0	Even with CoVid, Emily was able to make adjustments to ensure collaboration between students.
InTASC Standards 4-5 Content	Teacher candidate commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.	1.0  3.0 2.0	We discussed levels of students and being able to differentiate becomes easier as one teaches. I
InTASC Standards 4-5 Content	Teacher candidate is committed to linking subject content to real life issues.	1.0  3.0 2.5	
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	1.0  3.0 2.5	Very apparent in her teaching and in her lesson plans.
InTASC Standards 6-8 Instructional Practice	The teacher candidate is committed to planning learning opportunities that promote student growth.	1.0  3.0 3.0	During reviews and discussions even after the practicum was over, students were able to discuss and recall information that she presented even weeks before.
InTASC Standards 6-8 Instructional Practice	The teacher candidate values the exploration of how to use new and emerging technologies to promote student learning.	1.0  3.0 3.0	Emily was very interested in different technologies available as well as learning programs the district uses. She did really well with the Activboard.

Criterion	Description	Score	Comments
InTASC Standards 9-10 Professional Responsibility	Teacher candidate maintains a positive attitude in professional settings.	1.0  3.0	Miss Wilke was professional at all times, including discussions regarding students and families.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	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.	1.0  3.0	There were IEP meetings/data reviews during her time at Will-Moore. She was very professional. After meetings, she asked clarifying questions regarding procedures of the meetings and PLCs.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate values appropriate interpersonal relationships in all settings.	1.0  3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is dependable, prepared and on time.	1.0  3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is approachable, nonthreatening, and positive.	1.0  3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate receives and uses constructive professional feedback.	1.0  3.0	Emily was willing to listen and to be coached on recommendations or suggestions. She asked questions on how or what to do after lessons.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders.	1.0  3.0	

Criterion	Description	Score	Comments
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally through electronic means (email, social media, course management system).	1.0  3.0 3.0	Miss Wilke used email and text messages to contact me if she had questions on lessons or curriculum.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally in oral language when working with stakeholders.	1.0  3.0 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate accepts responsibility for personal actions and behaviors.	1.0  3.0 3.0	

Annotated Documents

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