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Assessment Details

GRADE: 95.00% **SCORE: 2.8** [Wilke, Emily](#)

 **SUBMITTED** 2021-02-24 00:01:17

 **ASSESSED** 2021-02-27 19:16:58  **Results**
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 **ASSESSOR** [Baker, Pamela \(external\)](#)

✓ **TYPE** Manual

 **PLACEMENT** EDU 300 Spring 2021

 **TOC** n/a



 **INSTRUMENT** [EARLY Dispositions Practicum 1](#)









OVERALL COMMENT: Emily enjoys the time in our classroom. Our students were excited that she came to spend time with them during their Valentine's Day party.








She is friendly and genuinely concerned about the students. She wants them to succeed and guides them to do so.



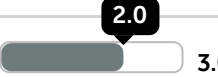




Emily will be a great teacher. She is a natural.








Assessed Criteria

Criterion	Description	Score	Comments
Completion of Assignments: Candidate successfully completes tasks by deadlines		0.0  3.0	
Punctuality - Candidate arrives punctually		0.0  3.0	Emily has been early for her practicum hours. She discusses questions and wonderings of the lessons she created. She used the time to practice and read through her lessons. A very dedicated student and future teacher.

Criterion	Description	Score	Comments
Prepared - Candidate is consistently prepared		0.0  3.0 3.0	She is ready to go. There was a technology issue with a PDF file and she sat down and resolved the issue. She is a problem solver.
Attendance - Candidate attends required hours as scheduled		0.0  3.0 3.0	
Accountability - Candidate follows through on all assigned tasks		0.0  3.0 3.0	Prior to leaving after the first week, we sat down and looked at the BPS curriculum map. She was able to plan ahead...knowing we would be working on Inferencing and Prediction and also knew we'd be within the writing unit.
Safety - Candidate contributes to a safe/secure environment by following established procedures		0.0  3.0 3.0	
Appearance - Candidate follows dress code by keeping a well-kept appearance		0.0  3.0 3.0	Very professional. Looks like the teacher in the room.
Cooperation - Candidate engages collegially with others* *others refers to peers, collaborators, administrators, etc.		0.0  3.0 3.0	Emily makes a point to listen and contributes to conversations. She has met specialists and the other 3rd grade teacher. Very cooperative.
Appearance of Work Area - Candidate keeps work area neat/orderly		0.0  3.0 3.0	With CoVid she has a small table and works from there. Due to CoVid our students are spread out but Emily makes the most of it. Safety first with masks and social distancing.
Attitude - Candidate shows optimism in all settings/times		0.0  3.0 3.0	Emily is calm and positive. She shares her positivity and brightness with the students. Its hard to smile behind a mask but her tone and caring voice shines through the mask. She also decided to teach a writing lesson something unique to other junior practicum students. She took the challenge head on and saw it as an opportunity to learn.

Criterion	Description	Score	Comments
Respectfulness - Candidate is polite in all dealings with others			During Emily's first week, she was able to participate in two IEP meetings. She was respectful by asking the parents if she could attend.
Accepts Criticism - Candidate accepts responsibility for actions by applying suggested changes to future work			After her initial lessons, we visited about using our classroom signal to get the students focused back to her ending or closure/review of the lesson. And later in the week, used the suggestion.
Flexibility - Candidate has capacity to respond to changing situations/expectations			Very flexible. She often uses the phrase, it will all work out. Its the best way to be as a classroom is fluid and changing.
Policies & Procedures - Candidate follows organization's policies/procedures consistently			
Respect - Candidate treats others with respect at all times			Not only respectful to me, her cooperating teaching,, but her students. She knows the line of teacher/student.
Willingness to Develop Skills - Candidate is willing to take on challenges to learn new techniques			Emily asked for suggestions and guidance during her first week of the practicum. She chose to teach writing as one of her lessons. I admire her attempting to teach a lesson in a difficult area for even the most seasoned teacher. It did not mind the challenge. I give her credit for taking that on. As she taught her Reading lessons, she used the district's curriculum but was able to use her own teaching style and art.
Organizational Skills - Candidate has capacity to use time effectively by staying on track/focused			Her lessons were engaging and she included all necessary components of the lesson. I am a bit weary of student teachers- their lessons tend to be long and students loose patience. That was not the case with Emily. The lessons were well paced.

Criterion	Description	Score	Comments
Confidentiality - Candidate does not discuss internal events with coworkers or peers			I can only assume that Emily has kept information confidential. She was able to sit in on an IEP meeting and was part of our school's learning rounds. We openly discussed the student's IEP meeting to provide clarity of the meeting.
Oral Communication - Candidate's articulation/intonation is appropriately engaging			
Oral Communication - Candidate uses professional language* *refers to few grammatical errors, proper usage of educational lingo/terminology			Educational lingo/terminology comes with more experience in the classroom and can be district dependent.
Written Communication - Candidate clearly organizes ideas in written communication			Emily's lessons were written clearly and she followed them. She also addressed student's questions or comments made during the lesson. She was respectful and used each opportunity to validate the student and connect the interaction with the lesson.
Written Communication - Candidate uses professional language* in written communication *refers to proper usage of educational terminology, proper grammar/punctuation			
Digital Communication - Candidate uses electronic means of communicating in a responsible way			Miss Wilke used email to communicate with me right from the start. She also had access to my cell number. She was able to connect with me to answer questions about lessons or printing or supply issues.
Respectful Language - Candidate uses positive wording* when working with others. *refers to non-judgmental, kind tone, not sarcastic or shaming			

Criterion	Description	Score	Comments
Respectful Dialogue - Candidate asks appropriate questions to seek clarification when needed		0.0  3.0	
Quality of Work - Candidate's work is consistently thorough/organized		0.0  3.0	
Quality of Work - Candidate's work shows evidence of strong effort/initiative		0.0  3.0	Emily was able to take some dry Benchmark lessons and turned them into a very engaging lessons on predicating and inferencing.
Student Interaction - Candidate ensures high quality engagement		0.0  3.0	Engaging students with any topic is a challenge for the most seasoned teacher. High quality engagement comes with extensive experience in the classroom using higher level questioning.
Student Interaction - Candidate respects others' dignity/confidentiality		0.0  3.0	
Conflict Resolution - Candidate seeks constructive approaches to resolving issues		0.0  3.0	
Technology Usage - Candidate uses school-approved technology that promotes student learning		0.0  3.0	Emily used the Activboard in the classroom as a teaching tool. She used her prep time to practice her lesson. It went smoothly.

Annotated Documents

Comments on Page Content