

Intern Name: Zeller, Tyler

Internship: Elementary Methods II

Submitted: May 18, 2015

Assessed: Weichel, Erin (Supervisor)

Course/Term: ELED 398 - 1 : Methods I (Spring 2015)

Site: Sterling Elementary School, PO Box 68, Sterline ND 58572-0068

Comments:

Subject(s): Elementary 1-6

Grade(s): K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th

	Below Basic (1.000 pts)	Emergent (2.000 pts)	Proficient (3.000 pts)	Exemplary (4.000 pts)	N/A
Candidate interaction with students	Candidate interaction with at least some students is negative, there is evidence that student interactions are characterized by conflict.	Candidate-student interactions are generally appropriate but may reflect occasional inconsistencies. Students exhibit only minimal respect for the candidate. Students may not demonstrate disrespect for one another.	Candidate-student interactions are friendly and demonstrate respect. Students exhibit respect for the candidate. Student interactions are generally polite/respectful.	Candidate interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the candidate with sensitive information. Students appear part of a cohesive group.	
Comments:					
Importance of the content	Candidate or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal buy-in by the students.	Candidate conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through active participation and taking initiative that they value the importance of the content.	
Comments:					
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities, and assignments, and classroom interactions convey high expectations for all students, who have internalized these expectations.	
Comments:					
Student pride in work	Students demonstrate little pride in their work. They seem motivated by the desires to complete a task rather than do high-quality work.	Students minimally accept the responsibility to go good work but invest little of their energy into its quality.	Students accept the candidate's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and pride in their work, initiating improvements (i.e. revising drafts on their own or helping peers).	
Comments:					
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibilities in ensuring their efficient operation.	
Comments:					
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties well established. Students assume responsibility for efficient operation.	
Comments:					
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.	
Comments:					
Monitoring of student behavior	Student behavior is not monitored, and candidate is unaware of what the students are doing.	Candidate is generally aware of student behavior but may miss the activities of some students.	Candidate is alert to student behavior at all times.	Monitoring by candidate is subtle and preventive. Students monitor their own and their peers' behavior respectfully.	
Comments:					

Response to student misbehavior	Candidate does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Candidate attempts to respond to students misbehavior but with uneven results, or there are no major infractions of the rules.	Candidate response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Candidate response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	
Comments:					
Expectations for learning	Candidate's purpose in a lesson or unit is unclear to students.	Candidate attempts to explain the instructional purpose, with limited success.	Candidate's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Candidate makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.	
Comments:					
Directions and procedures	Candidate's directions and procedures are confusing to students.	Candidate's directions and procedures are clarified after initial student confusion.	Candidate's directions and procedures are clear to students.	Candidate's directions and procedures are clear to students and anticipate possible student misunderstanding.	
Comments:					
Explanations of content	Candidate's explanation of the content is unclear or confusing or uses inappropriate language.	Candidate's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Candidate's explanation of content is appropriate and connects with students' knowledge and experience.	Candidate's explanation of content connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	
Comments:					
Use of oral and written language	Candidate's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors. Vocabulary may be vague, or incorrect, leaving students confused.	Candidate's spoken language is audible, and written language is legible. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Candidate's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Candidate's spoken and written language is correct. It is also expressive, with well-chosen vocabulary that enriches the lesson. Candidate finds opportunities to extend students' vocabularies.	
Comments:					
Quality of questions	Candidate's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, asked in rapid succession.	Candidate's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the candidate's questions are of high quality. Adequate time is provided for students to respond.	Candidate's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	
Comments:					
Discussion techniques	Interaction between candidate and students is predominately recitation style, with the candidate mediating all questions and answers.	Candidate makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Candidate creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	
Comments:					
Student participation	A few students dominate the discussion.	Candidate attempts to engage all students in the discussion, with only limited success.	Candidate successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.	
Comments:					
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities assignments in their exploration of content. Students initiate or adapt activities to enhance understanding.	
Comments:					

Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of groups.	
Comments:					
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	
Comments:					
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and contributed to the development of the criteria.	
Comments:					
Monitoring of student learning	Candidate does not monitor student learning in the curriculum.	Candidate monitors the progress of the class as a whole but elicits no diagnostic information.	Candidate monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Candidate actively and systemically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	
Comments:					
Lesson adjustment	Candidate adheres rigidly to an instructional plan, even when a change is clearly needed.	Candidate attempts to adjust a lesson when needed, with only partially successful results.	Candidate makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Candidate successfully makes a major adjustment to a lesson when needed.	
Comments:					
					63.000 pts