



Assessment Details

3.1 Mack, Shaylynn

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ASSESSOR [Klemisch, Robert \(external\)](#)

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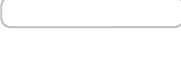

INSTRUMENT [**Student Teaching Observation Tool](#)

OVERALL COMMENT: University Supervisor: Shaylynn completed her eight week student teaching experience in second grade at Prairie Rose Elementary School in Bismarck, ND. She developed a good rapport with her students and was effective communicating with them. They responded to her instruction in a favorable manner. She seemed quite comfortable using technology in the classroom, especially helping those who are visual learners. She did well seeking out her students' prior knowledge, helping her to adjust her instruction accordingly. Her interest in teaching is very genuine and she isn't afraid of working hard to achieve her goals. She works well with others and is a people person. She is ready to begin her teaching career.

Cooperating Teacher: It has been a pleasure having Shaylynn in my classroom for the past 8 weeks. I felt very comfortable putting my students in her capable hands. –Shawna Grubb, Cooperating Teacher

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Lessons were developmentally appropriate for second grade students.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	She did very well ascertaining her students' prior knowledge before beginning a lesson.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	She worked effectively with students with ethnic, economic, and cultural diversity.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	All students were treated fairly.

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0  4.0	She created an open, caring, and respectful environment for her students.
Structures a classroom environment that promotes student engagement		1.0  4.0	She did a good job of keeping her students engaged.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	Directions and expectations were clearly given and repeated frequently.
Responds appropriately to student behavior		1.0  4.0	She was able to redirect inappropriate student behaviors.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0  4.0	Technology was used frequently.
Effectively teaches subject matter		1.0  4.0	Lessons were effective for students of this age group.
Guides mastery of content through meaningful learning experiences		1.0  4.0	She did a good job of creating some relevant and meaningful learning experiences.
Integrates culturally relevant content to build on learners' background knowledge		1.0  4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0  4.0	It's rare to see a student teacher using much relevance in their instruction, but Shaylynn was able to do so.
Designs activities where students engage with subject matter from a variety of perspectives		1.0  4.0	A variety of strategies were used.
Accesses content resources to build global awareness		1.0  4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0  4.0	Student collaboration was used effectively at times.
Uses multiple methods of assessment		1.0  4.0	Shaylynn engaged a wide repertoire of assessments, both formal and informal.

Criterion	Description	Score	Comments
Provides students with meaningful feedback to guide next steps in learning		1.0 <input type="text" value="3.0"/> 4.0	Students were provided with good, positive feedback during their lessons.
Uses appropriate data sources to identify student learning needs		1.0 <input type="text" value="3.0"/> 4.0	Shaylynn did a good job of looking at student work and noticing who needs re-teaching on what.
Engages students in self-assessment strategies		1.0 <input type="text" value="3.0"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Uses assessment data to inform planning for instruction		1.0 <input type="text" value="3.0"/> 4.0	Shaylynn looked at student work/assessments and took note of who needed re-teaching.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	In observations, it was noticed that she did some adjusting during lessons as needed.
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	Shaylynn worked with the collaborating teacher and other staff to plan for instruction.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	She used a variety of strategies during her instruction.
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="3.5"/> 4.0	Technology was used frequently and effectively during her instruction.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	She differentiated instruction for students in her leveled math and reading groups.
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.5"/> 4.0	She was very effective giving directions and making expectations known.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Shaylynn was very open to feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Her reflections showed a good understanding of classroom instruction.

Criterion	Description	Score	Comments
Upholds legal responsibilities as a professional educator		1.0 <input type="text"/> 4.0 3.0 ▼	
Demonstrates commitment to the profession		1.0 <input type="text"/> 4.0 3.0 ▼	
Collaborates with colleagues to improve student performance		1.0 <input type="text"/> 4.0 3.0 ▼	Shaylynn worked with other teachers to problem solve students' difficulties and plan instruction to remedy them.
Collaborates with parent/guardian/advocate to improve student performance		1.0 <input type="text"/> 4.0 3.0 ▼	She will have an opportunity to attend parent-teacher conferences.

Annotated Documents

Comments on Page Content