



Assessment Details

SCORE: 2.4 [Brydl, Rebecca](#)

 **SUBMITTED** 2021-03-29 14:41:49

 **ASSESSED** 2021-04-06 16:24:12  **Results**
Seen 2021-04-06 19:34:00

 **ASSESSOR** [Baker, Cassandra \(external\)](#)




 **TYPE** Manual










 **TOC** n/a








 **INSTRUMENT** [Level 2 Dispositions \(300-Level\)](#)






OVERALL COMMENT: I enjoyed having Rebecca in our classroom, and I thank her for all her work over the week she was here. I can tell she is a hard worker. If she feels quiet or shy, that is completely ok! I would suggest though that she thinks of questions or different ways to communicate with collaborating teachers so it doesn't come across as not caring. I have a feeling she really does care, I can tell in the way she took time to write her lessons. It is hard sometimes to know what to ask as well, and I completely understand that; however, it shows that a person cares and wants to learn more when they can engage and ask clarification on the methods of teaching. Again thank you to Rebecca for her work, and I wish her luck and all good things for her future.

Assessed Criteria

Criterion	Description	Score	Comments
11b. Values exploration of how to use new & emerging technologies to promote student learning: USES TECHNOLOGIES THAT ARE APPROVED BY SCHOOL/DISTRICT TO PROMOTE STUDENT LEARNING.. InTASC 6-8			
12a. Maintains a positive attitude in professional settings: WILLING TO TAKE ON A CHALLENGE TO LEARN AND GROW. InTASC 9-10			
12b. Maintains a positive attitude in professional settings: SHOWS OPTIMISM IN EDUCATIONAL SETTINGS. InTASC 9-10			

Criterion	Description	Score	Comments
12c. Maintains a positive attitude in professional settings: IS RESPECTFUL OF DIFFERING OPINIONS. InTASC 9-10			
13. Commits to professional appearance in dress and grooming: FOLLOWS DRESS CODE AT THE SCHOOL SITE AND UMARY. InTASC 9-10			
14a. Commits to upholding the role of educator in all legal/ethical ways*: FOLLOWS ORGANIZATION'S POLICIES/PROCEDURES CONSISTENTLY *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics). InTASC 9-10			
14b. Commits to upholding the role of educator in all legal/ethical ways*: RESPECTS STUDENTS' DIGNITY AND CONFIDENTIALITY (FERPA) *honesty, integrity, fairness, confidentiality, FERPA, Code of Ethics). InTASC 9-10			
15. Values appropriate interpersonal relationships in all settings: ACTS IN LINE WITH MODEL CODE OF ETHICS FOR EDUCATORS IN UPHOLDING PROFESSIONAL BOUNDARIES THAT ENSURE STUDENT SAFETY.. InTASC 9-10			
16b. is dependable: prepared, on time: IS FULLY PREPARED. Intasc 9-10			
16c. Is dependable: prepared, on time: IS PRESENT WHEN SCHEDULED/PLANNED. InTASC 9-10			
16d. Is dependable: prepared, on time: IS ACCOUNTABLE FOR HIS/HER WORK/ACTIONS. InTASC 9-10			
16e. Is dependable: prepared, on time: WORK AND WORK AREA ARE ORGANIZED. InTASC 9-10			

Criterion	Description	Score	Comments
16f. Is dependable: prepared, on time: HAS CAPACITY TO MANAGE TIME EFFECTIVELY. InTASC 9-10			
17a. Is approachable: nonthreatening, positive: COOPERATES COLLEGIALLY WITH OTHERS. InTASC 9-10			
17b. Is approachable: nonthreatening, positive: WELCOMES CONVERSATION AND QUESTIONS FROM STUDENTS, COLLEAGUES. InTASC 9-10			<p>Rebecca was respectful and would answer questions; however, I gave many opportunities for her to ask questions or inquire about anything and she asked some every now and then, but did not ask many questions or seem to seek out more knowledge about the method. She gave a lot of quick answers and gave a sense of not really seeking further inquiry.</p>
17c. Is approachable: nonthreatening, positive: TREATS OTHERS WITH RESPECT AT ALL TIMES BY BEING NON-JUDGMENTAL. InTASC 9-10			
18a. Receives/uses constructive feedback professionally: SEEKS OUT CONSTRUCTIVE FEEDBACK TO LEARNER/GROW/IMPROVE. InTASC 9-10			<p>Again, Rebecca was very respectful and open to different ideas, but did not ask many questions about why we do certain things.</p>
18b. Receives/uses constructive feedback professionally: APPLIES CONSTRUCTIVE FEEDBACK TO LEARN/GROW/IMPROVE. InTASC 9-10			
19. Communicates professional through nonverbal means (body language, tone of voice) when working with stakeholders: USES PROFESSIONAL BODY LANGUAGE AND TONE OF VOICE. InTASC 9-10			<p>She was professional, just quiet and harder to get to open up.</p>

Criterion	Description	Score	Comments
20c. Communicates professionally in writing* (email, social media, course management system): *timely, proper amount, clearly organized, professional language . InTASC 9-10			Rebecca seemed very organized with her lessons and planning.
21a. Communicates professionally in oral language when working with stakeholders: USES PROFESSIONAL/RESPECTFUL LANGUAGE. InTASC 9-10			
21b. Communicates professionally in oral language when working with stakeholders: USES ENGAGING TONE OF VOICE WHEN WORKING WITH STUDENTS. InTASC 9-10			Students were at times very engaged, and at other times not as much. Some lessons were a bit longer (which is ok at times) but some students would seem to become a bit disengaged.
21c. Communicates professionally in oral language when working with stakeholders: ASKS APPROPRIATE QUESTIONS TO SEEK CLARIFICATION. InTASC 9-10			Rebecca would ask some questions every now and then, but I felt as though I had to guide her toward asking questions. I often said "Do you have any questions?" and she would not. Which at times, is totally fine. However, it came across sometimes as not being very interested in how our environment works or why we are doing things certain ways. It was hard to communicate sometimes with a lack of questions, because I wasn't sure if she was understanding or needing more clarification.
22a. Accepts responsibility for personal actions and behaviors: QUALITY OF WORK IS HIGH AND THOROUGH. InTASC 9-10			

Criterion	Description	Score	Comments
22b. Accepts responsibility for personal actions and behaviors: INITIATIVE AND EFFORT ARE EVIDENT. InTASC 9-10		<div style="text-align: center;"> 0.0 3.0 </div> <div style="text-align: center; margin-top: 5px;"> 2.0 </div> <div style="text-align: center;"> <input style="width: 100px; height: 20px; border: 1px solid black;" type="text"/> </div>	Her lessons were very well thought out and typed out, and so I could tell she was making an effort with that aspect. It was with a lack of conversation and questions that it was a bit harder to see a lot of effort. Although Rebecca was always professional and on time and engaged with the students while in lessons.
22c. Accepts responsibility for personal actions and behaviors: SEEKS CONSTRUCTIVE APPROACHES TO RESOLVING ISSUES. InTASC 9-10		<div style="text-align: center;"> 0.0 3.0 </div> <div style="text-align: center; margin-top: 5px;"> 2.0 </div> <div style="text-align: center;"> <input style="width: 100px; height: 20px; border: 1px solid black;" type="text"/> </div>	

Annotated Documents

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