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Evaluation Results

Requirement : SED CORE: KA3_4_SED897_Practicum_StudentGrowt
(SED897_PRACTICUM_Student_Growth)

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DRF TEMPLATE: COE Graduate Template (Rev Fall 19)

PROGRAM: CEAHS Graduate Fall 22 (Advanced)

EVALUATION METHOD : Using Rubric

FINAL SCORE
3.00 (out of 4)

🗨 GENERAL COMMENTS:

Jenni, this is truly an outstanding collection of work. We are required to submit the holist score as a "whole" number, but your work here clearly exceeds the "competent" level.

I appreciate all of the time and effort you put into creating this and am glad that you found the process to be helpful to you as a professional.

Please make sure you read the comments on the indicators above so you get a better idea of just how well you did on this!

Detailed Results

(Rubric used : KA3_4_SED897_Practicum_Student_Growth_Project (F19))

INDICATOR 1.2: THE EDUCATION PROFESSIONAL USES INDIVIDUAL AND GROUP PERFORMANCE DATA SPECIFIC TO THE AREA OF SPECIALIZATION TO IDENTIFY LEARNERS' LEVEL OF DEVELOPMENT (E.G., COGNITIVE, LINGUISTIC, SOCIAL, EMOTIONAL, AND/OR PHYSICAL) AND TO SCAFFOLD THE NEXT LEVEL OF DEVELOPMENT.

1.

Describes learner growth and development.

2.

Identifies individual performance data specific to the area of specialization to support learners' growth and/or development.

3.

Uses individual and/or group performance data specific to the area of specialization to identify learners' level of development and scaffolds to the next level of development.

4.

Uses individual and group/normed performance data specific to the area of specialization to identify learners' needs in multiple areas of development, such as academic, cognitive, linguistic, social, emotional, behavioral, and/or physical to scaffold instruction to the next level of development.

Standards

CRITERION SCORE :

3.00

COMMENTS ON THIS CRITERION:

Excellent description of contextual factors. You also addressed potential areas of needed support and provided specific and clear assessment data

INDICATOR 5.3.: THE EDUCATION PROFESSIONAL PROVIDES OPPORTUNITIES FOR STUDENTS TO USE DIGITAL AND INTERACTIVE TECHNOLOGIES TO ACHIEVE LEARNING GOALS.

1.

Uses technology to address learning goals.

2.

Provides opportunities for students to use

3.

Provides meaningful opportunities

4.

Provides meaningful opportunities

digital and interactive technologies to address learning goals.

that challenge students to use digital and interactive technologies to achieve specific learning goals.

that challenge students to use current digital and interactive technologies to remediate and/or extend learning goals.

Standards

CRITERION SCORE :

3.00

COMMENTS ON THIS CRITERION:

Appropriate use of interactive technologies.

INDICATOR 6.1: THE EDUCATIONAL PROFESSIONAL ENGAGES STAKEHOLDERS (E.G., STUDENTS, FACULTY, STAFF, COMMUNITY, SELF) IN ANALYZING ASSESSMENT RESULTS AND IN HELPING TO SET GOALS FOR LEARNING.

1.

Candidate communicates with one or more stakeholders to report on learning activities or goals.

2.

Candidate communicates with stakeholders to report on assessment results and learning activities or goals.

3.

Candidate engages stakeholders in analyzing assessment results and developing goals for learning.

4.

Candidate engages stakeholders in analyzing assessment results, developing learning goals, and planning subsequent learning activities.

Standards

CRITERION SCORE :

3.00

COMMENTS ON THIS CRITERION:

Your reporting of background knowledge and assessment results which informed instructional goals was thorough, and your reflection demonstrated the ability to utilize assessment to inform instruction

INDICATOR 6.2:THE EDUCATION PROFESSIONAL USES BALANCED ASSESSMENT PRACTICES, INCLUDING FORMATIVE AND SUMMATIVE TOOLS, TO EXPAND AND DEEPEN UNDERSTANDING OF LEARNER PERFORMANCE AND DETERMINE BEST SUPPORTS FOR CONTINUED LEARNER GROWTH.

1.

Use assessment(s) to gather information about learning.

2.

Use aligned assessment(s) to determine learner performance and to influence instruction.

3.

Use balanced assessment practices, including formative and summative tools, to expand and deepen understanding of learner performance and determine best supports for continued learner growth.

4.

In addition to using aligned, balanced assessment(s), including formative and summative tools, promotes self-assessment among students in order to facilitate their understanding of their own performance and help them set goals for their continued growth.

Standards

CRITERION SCORE :

4.00

COMMENTS ON THIS CRITERION:

Your work includes clear and measurable goal/objectives and demonstrates responsive instruction across the lessons.
Includes both formative and summative tools

INDICATOR 7.2: THE EDUCATION PROFESSIONAL SELECTS, SCAFFOLDS AND SEQUENCES LEARNING EXPERIENCES THAT ARE APPROPRIATE FOR CURRICULUM GOALS AND CONTENT STANDARDS, AND ARE RELEVANT TO LEARNERS.

1.

Selects, scaffolds, or sequences learning experiences based on curriculum goals.

2.

Selects, scaffolds, or sequences learning experiences based on curriculum goals and that are relevant to learners.

3.

Selects, scaffolds, and sequences learning experiences that are aligned to curriculum goals and content standards, and are relevant to learners.

4.

Anticipates potential learner challenges, misconceptions, and/or performance to select, scaffold, and sequence varied learning pathways for learners.

Standards

CRITERION SCORE :

4.00

COMMENTS ON THIS CRITERION:

Great work sequencing learning experiences and use of data to inform subsequent lessons. Project Report clearly outlines/reflects on overall strengths and areas for growth.

INDICATOR 8.1: THE EDUCATION PROFESSIONAL USES A VARIETY OF EVIDENCE/RESEARCH-BASED STRATEGIES OR RESOURCES, APPROPRIATE TO THE DISCIPLINE, FOR MEETING THE NEEDS OF INDIVIDUALS AND/OR GROUPS.

1.

Uses a variety of strategies or resources.

2.

Uses a variety of strategies or resources to address some targeted learning goals.

3.

Uses a variety of evidence/research-based strategies or resources, appropriate to the discipline, for meeting the needs

4.

Uses a variety of evidence/research-based strategies or resources, appropriate to the discipline, to engage all learners in

of individuals
and/or groups.

meaningful tasks
that support 21st
century learning
(e.g., innovation,
entrepreneurship,
life/career skills,
21st century
themes,
informational
media, etc.).

Standards

CRITERION SCORE :

3.00

COMMENTS ON THIS CRITERION:

Excellent description and citing of evidence based strategies, included specific identification of a variety of HLPs across lessons

INDICATOR 9.2: THE EDUCATION PROFESSIONAL TAKES RESPONSIBILITY FOR STUDENT LEARNING BY SELF-ASSESSING, USING A VARIETY OF EVIDENCE (E.G., STUDENT PERFORMANCE DATA OR FEEDBACK FROM COLLEAGUES/SUPERVISORS) FOR ANALYSIS AND REFLECTION AIMED AT IMPROVING PLANNING AND PRACTICE.

1.

Reflects on the efficacy of his/her practice.

2.

Uses relevant data to reflect on his/her planning and/or practice.

3.

Takes responsibility for student learning by self-assessing, using a variety of evidence (e.g., student performance data or feedback from colleagues /supervisors) for analysis and reflection aimed at improving

4.

Uses feedback from colleagues/supervisors, data on learner performance, and school- and system-wide priorities to evaluate the outcomes of teaching and learning and to improve and adapt planning and practice.

planning and
practice.

Standards

CRITERION SCORE :

3.00

COMMENTS ON THIS CRITERION:

Outstanding reflection on Student Growth Form and exceptional performance on Student Report--clear presentation, accurate collection and graphing of data, and discussion of future direction.

CROSS CUTTING THEME – TECHNOLOGY EDUCATION PROFESSIONALS EXHIBIT KNOWLEDGE, SKILLS, AND WORK PROCESSES REPRESENTATIVE OF AN INNOVATIVE PROFESSIONAL IN A GLOBAL AND DIGITAL SOCIETY.

1.	2.	3.	4.
Identifies technological tools that would support collaboration, communication, or student success.	Utilizes technology in order to collaborate, communicate, or support student success.	Demonstrates fluency in utilizing multiple technology systems or with new technologies (e.g., collaborating with others, using digital tools and resources; utilizing digital tools and resources that support student success and innovation; or communicating ideas effectively, implementing digital age media and formats)	Having demonstrated fluency in multiple technology systems or with new technologies, evaluates and reflects on current research and professional practice, providing leadership (at the school or district level) in using technology for student success.

CRITERION SCORE :

3.00

CROSS CUTTING THEME – DIVERSITY EDUCATION PROFESSIONALS DEMONSTRATE RESPONSIVE AND RESPONSIBLE PRACTICE TO EMPOWER ALL STUDENT LEARNERS.**1.**

Demonstrates an awareness that diverse learners have diverse needs.

2.

Describes a practice that addresses a need through universal design, multicultural education, sheltered instruction, and/or differentiated learning.

3.

Implements, based upon an evidence-based need and through interaction with diverse learners, responsive, responsible, and research-practice in universal design, multicultural education, sheltered instruction, and/or differentiated learning.

4.

Documents the impact of responsive and responsible practice on diverse learners after implementing universal design, multicultural education, sheltered instruction, and/or differentiated learning.

CRITERION SCORE :

4.00

COMMENTS ON THIS CRITERION:

Your discussion of student background indicated an understanding of diverse learning needs. In addition, your interactions with this student demonstrated responsive teaching and you incorporated aspects of UDL throughout all lessons. Best of all, these things were included in your reflection!