

Name Estepp	Date 12.10.10		Submitted on time YES NO	
criteria	Unsatisfactory	Basic	Proficient	Distinguished
ANGEL - course	1	2 -15	3 - 17	4 - 20
C1. Plans informative, developmentally appropriate lessons and/or units PHASE II	Paper presented but omits lesson plans or Lessons are not appropriate for intervention	Most lessons appropriate for intervention and developmentally appropriate	Each lesson appropriate for intervention and developmentally appropriate	Each lesson enhances previous lessons; appropriate for intervention; developmentally appropriate; resources appropriate and included
A2. Assesses learning through standardized and/or teacher-constructed tests to drive future instruction PHASE I	Paper presented but omits tests used to determine reading instruction for P-12 student Assessment not related to intervention	Assessment is incomplete; Description is unclear Attempts intervention Less than 3 different forms of assessment; includes student work samples	Assessed learning to determine decoding and/or comprehension skills ; Description is generalized and vague; utilized 3 different forms of assessment; includes student work samples	Assessed learning before, during and following intervention; Description clearly explains assessment; more than 3 different forms of assessment; copies of student work samples included
A3. Assesses learning through appropriate alternative measures to drive future instruction PHASE I, III	Paper presented but omits alternative assessment used to determine reading instruction P-12 student and/or no student work samples	Assessment administered may not be appropriate for P-12 student and/or intervention; Description is unclear; included student work samples	Description is generalized and vague; included student work samples	Selected appropriate alternative measure for monitoring progress of P-12 student; Description clearly explained assessment and basis for selection of each assessment; included student work samples
A4. Uses a variety of appropriate, authentic assessment tools, and methods PHASE I, III	Paper presented but omits assessment tools and methods used with P-12 student; assessment data base not included	Limited assessment tools used; description is unclear or confusing as to purpose of tools or methods; included student work samples	Assessments include one IRI and description is generalized and vague; included student work samples	Assessments include multiple informal reading inventories; Description clearly explained performance-based assessments giving examples; included student work samples; Assessment data base included

<p>R3. Values life-long learning, personal/ Professional development, and/or service orientation</p> <p>PHASE IV</p>	<p>Paper presented but omits setting new goals for professional growth</p>	<p>Does not utilize the information provided from the reader case study</p>	<p>Uses information from the reader case study, but does not connect that information to individual goals</p>	<p>Effectively used the information from the Excel spreadsheet graph in the reader case study to set new professional development goals</p>
<p>R5. Models appropriate written communication skills</p> <p>PHASE I, II, IV</p>	<p>Severe & pervasive errors result in sentence incoherence; writing in first person</p>	<p>Consistent errors detract from meaning; Weak sentence structure</p>	<p>Sentences convey meaning; Inconsistent errors that detract from meaning</p>	<p>Well-organized sentence structure; Minimal errors do not interfere with meaning; writing in third person</p>
<p>R6. Motivates P-12 students to want to learn individually, collaboratively, and cooperatively</p> <p>PHASE II, III</p>	<p>Paper presented but omits evidence exhibiting ability to motivate P-12 student during intervention</p>	<p>Vague description of activities used in intervention ; may relate to intervention; limited P-12 student involvement during intervention</p>	<p>Described activities used during intervention; some activities relate to intervention; Active student involvement in some lessons during intervention</p>	<p>Detailed description of activities; Activities relate to intervention; Active P-12 student involvement in ALL lessons during intervention; manipulative teaching tools included</p>
<p>E1. Differentiates learning opportunities that respond to individual learning styles and learning challenges</p> <p>PHASE II, III</p>	<p>Paper presented but omits documents exhibiting ability to differentiate learning opportunities for P-12 student using a graphic organizer</p>	<p>Kidspiration graphic organizer is not supportive of intervention for P-12 student; included student work samples; organizer vague or confusing; may allow for some understanding</p>	<p>Kidspiration graphic organizer supportive of intervention for P-12 student; included student work samples; presented clearly; allowed for basic level of understanding</p>	<p>Kidspiration graphic organizer supportive of intervention for P-12 student; included student work samples; presented clearly and creatively; allowed for high level of understanding+18</p>
<p>E4. Keeps records to monitor, document, and report P-12 student progress</p> <p>PHASE II, III</p>	<p>Paper presented but omits documents used to show monitoring of P-12 student's progress and/or final results</p>	<p>Presented results of assessments including initial assessment, progress monitoring and final assessment</p>	<p>Presented organized results of assessments including initial screening, progress monitoring and final assessments</p>	<p>Utilized a system of record keeping creating a student profile; records show monitoring of progress; documented initial screening and final assessment results</p>

<p>E7. Engages in research and reflection on best practices in teaching strategies</p> <p>PHASE III, IV</p>	<p>Paper presented but omits setting new goals for professional growth</p>	<p>Does not adequately reflect on his or her own abilities, strengths/limitations, or experiences as a teacher candidate</p>	<p>Reflected on his/her own abilities, strength//limitations, experiences, but does not apply that information to the reader case study</p>	<p>Reflected on his/her own abilities, strengths/limitations, and/or experiences as a teacher candidate by including concrete examples of what was learned and what might be change based on the results displayed on the Excel spreadsheet graph+18</p>
<p>Reflective voice</p> <p>PHASE III, IV</p>	<p>Paper presented but written as a list of events and not reflective</p>	<p>Student writing lacks independent and original thought, or expression of a personal tone; written in first person</p>	<p>Student writes in a personal tone that is somewhat reflective of independent and original thought.</p>	<p>Student writes in a personal tone that is reflective of independent and original thought; written in third person+18</p>
<p>Organization</p> <p>PHASE I, II, III, IV</p>	<p>Content is unorganized and missing a component</p>	<p>Materials are organized; signed time sheet</p>	<p>Materials are organized using a logical sequence; signed time sheet</p>	<p>Materials are organized using subheadings designating phases of study; includes Excel spreadsheet graph;</p> <p><u>signed</u></p> <p>-time sheet</p> <p>-Excel graph</p> <p>-parent letters</p> <p>-evaluation from cooperating teacher</p>
				<p>Points earned _225_/240</p>

Comments