

Placement Summary Report

Generated by Sharp, Mallory

On Saturday, August 24, 2019

MALLORY SHARP

EDU 310 Secondary Education Practicum I SPRING 2019

PREASSIGNED IN PROGRESS

Candidate

Mallory Sharp

Paired Institutional Advisor

Carmen Cain

Stakeholders

Ann McKenzie (Practicum Teacher)

Department/Group

Undergraduate Education

Subject/Field

English Education

Grade/Level

6-12

Duration

2019-01-09 ▶ 2019-04-25 30 Hours

Journal Template

Journal Template (SAMPLE)

Notes

-

Completed Hours

0 / 30 HRS

Journal Entries

EDU 310 Secondary Education Practicum I SPRING 2019

Assessments

GRADE: 95.00% **3.6** [Sharp, Mallory](#)

SUBMITTED 2019-03-23 00:04:12

ASSESSED 2019-04-09 21:46:29 ✓ **Results Seen** 2019-04-09 22:17:37

ASSESSOR [McKenzie, Ann \(external\)](#)

TYPE Manual












PLACEMENT EDU 310 Secondary Education Practicum I SPRING 2019








TOC n/a

INSTRUMENT [EDU 310 Practicum I Rubric](#)

OVERALL COMMENT: Mallory is going to do so well when she has her student-teaching experience. She is definitely ready for this! I appreciated her thoroughness and attention to detail when it came to planning the lesson. She is a planner, and everything was planned well in advance. I've commented on her positive energy, but it is truly comforting and fun to be in her presence. This is something her students will pick up on right away, and this is a gift because it can really set the tone in a classroom to make students feel safe and accepted. Mallory's content knowledge is really good, and she takes the initiative every time to make sure she is planned and ready to go. Students will also appreciate her purposefulness. I really enjoyed working with Mallory and wish her the very best.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0  4.0	Mallory's lesson about how to write a review touched on the reasons why we write a review, the importance of being unbiased, and what should be reviewed.
Accounts for differences in students' prior knowledge		1.0  4.0	Mallory made sure to use examples that the students would recognize, so that she could make her point.
Exhibits fairness and belief that all students can learn		1.0  4.0	Mallory is conscience of making sure all students' needs are being met when she is writing her lesson plans ahead of time.
Structures a classroom environment that promotes student engagement		1.0  4.0	Students were fully engaged during Mallory's lesson. She made sure to vary the activities she had students be a part of, and she transitioned into each activity with ease.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	All directions were clear and concise.
Responds appropriately to student behavior		1.0  4.0	There was no need to address any kind of student behavior because Mallory set such a positive tone from the beginning of her lesson.
Effectively teaches subject matter		1.0  4.0	Mallory has great knowledge of her content area.
Guides mastery of content through meaningful learning experiences		1.0  4.0	The different activities that Mallory planned for her lesson allowed students to participate in a way that was comfortable and inviting.
Uses multiple methods of assessment		1.0  4.0	Students were assessed throughout the lesson by question and answer and at the end of the class period with a game of Kahoot.
Connects lesson goals with school curriculum and state standards		1.0  4.0	Mallory researched our district's standards and learning goals for journalism before planning her lesson.
Adjusts instructional plans to meet students' needs		1.0  4.0	There was not a need for Mallory to do this. Each lesson she taught was in isolation of the other.

Criterion	Description	Score	Comments
Collaboratively designs instruction		1.0  4.0	Mallory and I talked about what lesson she could teach, she designed the lesson, shared the lesson with me to look over, and then executed the lesson.
Differentiates instruction for a variety of learning needs		1.0  4.0	There was not a need to differentiate this lesson.
Instructional practices reflect effective communication skills		1.0  4.0	Mallory used google presentation to give her lesson. Within her lesson on google presentation other activities were embedded such as the music she had the class listen to and the Kahoot game she had them play at the end.
Uses feedback to improve teaching effectiveness		1.0  4.0	Mallory is very open to any and all types of feedback. If/when given, she would adjust accordingly.
Uses self-reflection to improve teaching effectiveness		1.0  4.0	Unfortunately due to time constraints and differing schedules, Mallory's last lesson was taught on her last practicum day, so there was not time to reflect and adjust.
Upholds legal responsibilities as a professional educator		1.0  4.0	Of course.
Collaborates with colleagues to improve student performance		1.0  4.0	Mallory collaborated with myself, and also another colleague to teach a lesson in the honor's English classroom down the hallway.

GRADE: 95.00% 2.8 [Sharp, Mallory](#)

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ASSESSOR [McKenzie, Ann \(external\)](#)

TYPE Manual





PLACEMENT EDU 310 Secondary Education Practicum I SPRING 2019













TOC n/a

INSTRUMENT [KAI-3 Critical Dispositions Assessment](#)







OVERALL COMMENT: I have thoroughly enjoyed having Mallory Sharp in my English Methods practicum. She is so positive, brings new ideas or ways to teach concepts, and continually asks relevant questions to be the best she can be for the students. Students also enjoyed having Mallory in our classroom with her friendly, and upbeat personality.

Assessed Criteria

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	The teacher candidate respects learners' developmental strengths and needs.	1.0  3.0	
InTASC Standards 1-3 Learner and Learning	The teacher candidate believes that all students can learn and achieve.	1.0  3.0	Mallory is so respectful of students. She believes all students can learn and is committed to making this happen.
InTASC Standards 1-3 Learner and Learning	The teacher candidate commits to knowing about the cultures and communities that impact their students.	1.0  3.0	
InTASC Standards 1-3 Learner and Learning	The teacher candidate displays a commitment to provide equitable learning and development opportunities for all.	1.0  3.0	

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in decision-making for purposeful learning.	1.0  3.0	
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in collaborative learning.	1.0  3.0	
InTASC Standards 4-5 Content	Teacher candidate commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.	1.0  3.0	
InTASC Standards 4-5 Content	Teacher candidate is committed to linking subject content to real life issues.	1.0  3.0	One of Mallory's lessons that she taught for my class was about writing reviews. She chose to have the class review a song from a very popular artist and movie. The class enjoyed doing this activity.
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	1.0  3.0	
InTASC Standards 6-8 Instructional Practice	The teacher candidate is committed to planning learning opportunities that promote student growth.	1.0  3.0	Mallory has a positive disposition herself, and is extremely easy to work with. This positive mindset is infectious with those around her.
InTASC Standards 6-8 Instructional Practice	The teacher candidate values the exploration of how to use new and emerging technologies to promote student learning.	1.0  3.0	When Mallory taught her review lesson to the class, she had the students take out their phones and play a game using the Kahoot app. Students have used this app and like it!
InTASC Standards 9-10 Professional Responsibility	Teacher candidate maintains a positive attitude in professional settings.	1.0  3.0	The particular class that Mallory observed each time and taught a lesson to is very quiet. There are various ages and friend groups in the class that have contributed to this. However, Mallory was able to break through this void and teach a very positive and upbeat lesson that the class reacted to very positively.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	1.0  3.0	Mallory conducted herself each day with the utmost of positivity and professionalism.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to upholding the role of educator in all legal/ethical ways, including honesty, integrity, fairness, confidentiality, an understanding of FERPA rules, and a Code of Ethics.	1.0  3.0	Absolutely.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate values appropriate interpersonal relationships in all settings.	1.0  3.0	Students knew that Mallory was a teacher, and treated her accordingly.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is dependable, prepared and on time.	1.0  3.0	Being prepared is another one of Mallory's strengths. Most of the time, it was Mallory who was emailing me ahead of time to touch base about assignments and/or class schedules. She was always the first person done with weekly assignments, and came to our practicum prepared each time.

3.0

Criterion	Description	Score	Comments
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is approachable, nonthreatening, and positive.	1.0  3.0	Mallory is so friendly and pleasant to be around. It was easy to talk to Mallory and work with her. She is extremely positive and curious about this profession. I think she is going to be an amazing English teacher!
InTASC Standards 9-10 Professional Responsibility	Teacher candidate receives and uses constructive professional feedback.	1.0  3.0	There was not a need for me to re-direct Mallory, but she was very inquisitive. She took in everything that was said to her and made good decisions based on her inquiry.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders.	1.0  3.0	When Mallory was not observing, she was walking around the room listening to me give students feedback, and asking relevant questions.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally through electronic means (email, social media, course management system).	1.0  3.0	Anytime Mallory needed clarification, or had a question outside of class, she always made sure to email me. Her communication skills are above average.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally in oral language when working with stakeholders.	1.0  3.0	As was stated before, Mallory communicates really well.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate accepts responsibility for personal actions and behaviors.	1.0  3.0	Mallory is well on her way to becoming an awesome English teacher. I do not have reservations at all.

LOCATION ID: 284809

Bismarck High School

NCES 380001400045

GEOCODED: 46.813041, -100.780461

District: Bismarck 1

1315 STUDENTS

REGULAR SCHOOL

Address & Phone Number

800 N 8Th St
Bismarck, ND
58501
(701) 323-4800

Free/Reduced Lunches	20.99
Free Lunches	17.57
Reduced Lunches	3.42
American Indian/Alaska Native	10.87
Asian/Pacific Islander	0.53
Hispanic	2.89
Black	2.74
White	81.60
Two Or More Races	1.14