**ED215R DDP Key Performance**

# **Feedback for Autumn Rieger**

**\_\_\_\_\_\_Yes\_\_\_\_\_\_\_ 5-7 minute video**

**\_\_\_\_\_\_\_\_Yes\_\_\_\_\_ Lesson plan**

**\_\_\_\_\_\_\_Yes\_\_\_\_\_\_ Self assessment (specific to DDP assignment)**

***Criteria***

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| --- | --- | --- | --- |
| **No Evidence** | **Minimal Evidence**  | **Sufficient** **Evidence**  | **Extensive Evidence**  |
|  | * **You mention using age-appropriate books rather than using books at the children’s instructional reading level**
 | ***The selected clip*** demonstrates a clear understanding of your chosen balanced literacy component (either reading or writing) and how to use it with literacy learners in your field placement* **The children are grouped by need**
* **There are three children the group**
* **You provide a book introduction**
* **The children are practicing what they have been taught in shared reading**
* **Each child is reading the book individually**
* **You listen to each child as they are reading to check for fluency and identification of text features**
* **You provide guidance, as needed**
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|  | * **Limited reference to how this lesson relates to providing guided practice to literacy concepts/**

 **strategies**  **taught in** **shared** **reading**  | ***The self-assessment demonstrates:***a thorough understanding of your selected balanced literacy component* **You mention that the children were able to demonstrate the lesson objective**
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| * **You refer to a content standard instead of a Wisconsin Standard for Teacher Development and Licensure**
 |  | ***The self-assessment demonstrates:*** an accurate identification and explanation of how at least two Alverno Education Abilities were used to show growth in your choice of one Wisconsin Standard for Teacher Development and Licensure * **You refer to the abilities of conceptualization and communication**
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|  |  | ***The self-assessment demonstrates:***an analysis of the challenges and how they were addressed* **You explain the challenges of meeting in a hallway and how you addressed them**
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|  | * **Further explanation of the impact of how the varying abilities and skills of the students in a guided reading group impacts your planning and teaching would be beneficial**
 | ***The self-assessment demonstrates:*** an insightful evaluation of your current understanding and practice of the selected component in the classroom related to what might you would do differently in future lessons* **You explain that every guided reading group is different because each student has his/her own abilities and skills**
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|  |  | **ED 225** The self-reflection paper is word-processed and meets Level 3 writing criteria. * **Generally, yes**
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|  |  | * **ED 325** The self-reflection paper is word processed and meets Level 4 writing criteria.
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**Overall Performance:**

 **Little or No Evidence**

 **Minimal Evidence**

 **Yes Sufficient Evidence**

 **Extensive Evidence**

Autumn, you demonstrate a growing understanding of guided reading, a very complex component of balanced literacy. You group the children according to like needs, include a book introduction, and listen to each child processing the text as they read independently**.** As you learn more about literacy development, your understanding about guided reading will continue to grow and develop as well.