Loren Alldrin
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A sampling of user interfaces I designed:
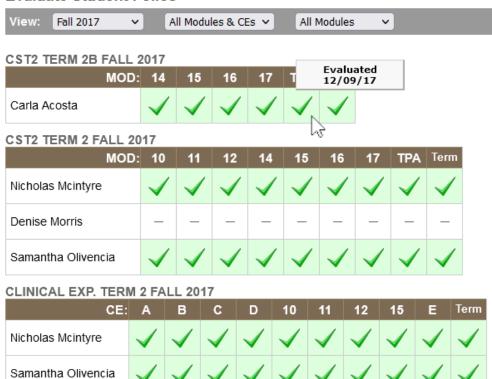
MAIN CURRICULUM COURSES

Not submitted   ■ Submitted   ■ Needs graded   ■ Graded   Submission (days ago): `< 2` `> 7`

▼ CST Spring 2021 Term 1

	CE Hours	Module 1 10 submissions	Module 2 17 submissions	Module 3 16 submissions	Module 4 13 submissions	Module 5 13 submissions	Module 6 12 submissions	Assignments 3 submissions	Final Grade 1 submission
Student Name	69 total 58 verified								
Student Name	38 total 38 verified								

▼ CST Spring 2021 Term 1B

	CE Hours	Module 4 13 submissions	Module 5 13 submissions	Module 6 12 submissions	Assignments 3 submissions	Final Grade 1 submission
Student Name	48 total 48 verified					

▼ CST Spring 2021 Term 2

	CE Hours	Assignments 1 submission	Module 7 25 submissions	Module 8 19 submissions	Module 9 18 submissions	Module 10 9 submissions	Final Grade 1 submission
Student Name	80 total 80 verified						
Student Name	78 total 64 verified						
Student Name	71 total 70 verified						

Evaluate Student Folios

CST2 TERM 2B FALL 2017

MOD:	14	15	16	17	T	
Carla Acosta	✓	✓	✓	✓	✓	✓

> Evaluated 12/09/17

CST2 TERM 2 FALL 2017

MOD:	10	11	12	14	15	16	17	TPA	Term
Nicholas Mcintyre	✓	✓	✓	✓	✓	✓	✓	✓	✓
Denise Morris	—	—	—	—	—	—	—	—	—
Samantha Olivencia	✓	✓	✓	✓	✓	✓	✓	✓	✓

CLINICAL EXP. TERM 2 FALL 2017

CE:	A	B	C	D	10	11	12	15	E	Term
Nicholas Mcintyre	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Samantha Olivencia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Student Services
Help!
My CalStateTEACH
Study Guides
Resources
My Work
Log Out

My Work

Lesson: Three Little Pigs

Obs. Date: 05/01/18   **Location**: Falcon Ridge Elementary   SHOW COMMENTS   VIEW LESSON   FINALIZED BY LAURA PELAEZ-GUZMAN ON 08/07/18

PRE-CONFERENCE: TPE Targets -- Intended Proficiency Level

TPE 1	**English/Lang. Arts** ✓	**History/Soc. Science**	**Mathematics**	**Science**

▼ **TPE 2: Monitoring Student Learning During Instruction** ✓

Exploring	**Applying**	**Proficient**	**Exemplary** ✓
Teaches content and address students' misunderstandings upon request.	Monitors progress during instruction to determine students' understanding.	Anticipates, checks for, & addresses students' misunderstandings in a variety of ways.	Paces instruction and encourages student interaction, re-teaching content as necessary.

How will you demonstrate your selected performance levels? SHOW BENCHMARKS	I will use both formal and informal assessment to monitor student's proficiency in the sequencing concept and intervened when necessary. I will use real-world examples for sequencing to help students grasp the concept of putting events in order and the importance for doing so. I will use informal assessment to guide my instruction and intervene with students when necessary.

▼ **TPE 3: Interpretation and Use of Assessments** ✓

Exploring	**Applying**	**Proficient** ✓	**Exemplary**
Administers basic or required assessments to determine students' progress.	Administers additional assessments to measure students' progress.	Designs multiple measures for formative and/or summative assessment to measure students' progress and inform future instruction.	Uses differentiated assessment for English Learners and students with special needs.

How will you demonstrate your selected performance levels? SHOW BENCHMARKS	I will give specific and immediate feedback to students during their sequencing assessment. I will demonstrate "think-alouds" to students to help them self-assess their thinking process as they sequence. I will formally assess their skill of sequencing and informally assess their ability of retelling the story.

Summer 2018 Term 3

▶ OPEN   **Module TPA: edTPA**   SUBMITTED

↳ ▶ OPEN   **Clinical Exp. A: Term 3 Start: Electronic Time Sheet**   VERIFIED

↳ ▶ OPEN   **Clinical Exp. B: Term 3 Start: Classroom Schedule**   VERIFIED

↳ ▶ OPEN   **Clinical Exp. C: Term 3 Start: Permission to Videotape in the Classroom**   VERIFIED

▼ CLOSE   **Module 19: Phenomenon Based Learning**   EVALUATED

▶ INSTRUCTIONS   ▶ MODULE COMMENTS   ▶ EVALUATION (COMPLETED 08/05/18)

▼ **Activity 19.03: Part Three: Extend and Evaluate** (click to close)

Online discussion explaining how The Power of Questioning Concepts worked in your phenomenon based learning experience

- **RE: The Power of Questioning - Social studies** (posted 08/04/18 to forum "CST 2.0 Activity 19.03: Part Three: Extend and Evaluate")
- **RE: How Does Water Impact Our Daily Existence** (posted 08/04/18 to forum "CST 2.0 Activity 19.03: Part Three: Extend and Evaluate")
- **PBL Questioning in PE and science lessons** (posted 08/04/18 to forum "CST 2.0 Activity 19.03: Part Three: Extend and Evaluate")

▼ **Activity 19.04: Applying Phenomenon Based Learning** (click to close)