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Assessment Details

SCORE: 1.9 [Wilke, Emily](#)

 **SUBMITTED** 2021-02-20 00:03:41

 **ASSESSED** 2021-02-24 14:57:50  **Results**
Seen 2021-02-24 14:58:53

 **ASSESSOR** [Miller, Loni](#)

✓ **TYPE** Manual




 **PLACEMENT** EDU 300 Spring 2021


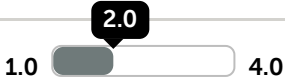




 **TOC** n/a




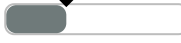

 **INSTRUMENT** EDU 300 Practicum 1 MIDTERM

OVERALL COMMENT: *None*

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0  4.0	
Accounts for differences in students' prior knowledge		1.0  4.0	
Exhibits fairness and belief that all students can learn		1.0  4.0	Good movement around the classroom. You have a kind and firm voice.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		 1.0 2.0 4.0	Great way to engage the students with an interesting statement - super relevant to students.
Clearly communicates expectations for appropriate student behavior		 1.0 2.0 4.0	<p>Remember to gain attention for all before giving the directions. Consider breaking the directions up a bit more when students are working independently. Perhaps they could pair share one idea before they start writing?</p> <p>Good countdown to bring students' attention back to the group to close the lesson.</p>
Responds appropriately to student behavior		 1.0 2.0 4.0	Visit with your practicum teacher on the classroom management procedures they have practiced to become independent workers.
Effectively teaches subject matter		 1.0 2.0 4.0	<p>Very clear you are learning about hooking the reader.</p> <p>I do - orally stated examples of a good hook and a not-so-interesting hook. Consider adding a visual to ensure all different modes of learning are met. Showed example hooks that you created about socks. Good! I see the visual (will students have access to this paper?)</p> <p>We do- created hooks with students (goats).</p> <p>You do- students created hooks on their own using the template</p> <p>Lesson closure: student share out, thumbs up confidence check, transition to second step</p> <p>Considerations: why only one example together (goats)? Is there a way to engage students further in the closer (how can all students participate)? What critical thinking do students need to do for the objective?</p>
Guides mastery of content through meaningful learning experiences		 1.0 1.5 4.0	Clear scaffolding, go a little slower. Perhaps a second example?
Uses multiple methods of assessment		 1.0 1.5 4.0	We will discover assessment as the semester progresses.

Criterion	Description	Score	Comments
Connects lesson goals with school curriculum and state standards		1.0  4.0 2.0	
Collaboratively designs instruction		1.0  4.0 2.0	
Differentiates instruction for a variety of learning needs		1.0  4.0 1.5	A good plan in your lesson plan. How will you implement the plan for students not on level?
Uses feedback to improve teaching effectiveness		1.0  4.0 2.0	
Uses self-reflection to improve teaching effectiveness		1.0  4.0 2.0	

Annotated Documents

Comments on Page Content