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## Assessment Details

**SCORE: 3.2** [Wilke, Emily](#)

 **SUBMITTED** 2021-10-04 00:00:45

 **ASSESSED** 2021-10-07 11:43:02  **Results**  
Seen 2021-10-07 12:48:15

 **ASSESSOR** [Hager, Sheila](#)

✓ **TYPE** Manual



 **PLACEMENT** Fall 2021 EDU 400 B2

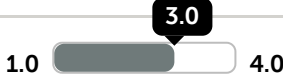







 **TOC** n/a

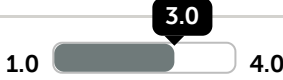

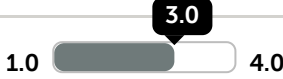
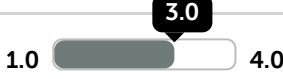





 **INSTRUMENT** [EDU 400 Practicum 2 MIDTERM](#)



**OVERALL COMMENT:** Emily, it was a delight to be able to observe you in your 1st grade classroom today. Your enthusiasm to teach is very evident, and your confidence in what you are doing comes through loud and clear. Enjoy your time in the classroom this week, and I look forward to our visit in December.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0  4.0	Grade appropriate
Accounts for differences in students' prior knowledge		1.0  4.0	When planning your lesson, your grabber can become a way for you to 'test' out the waters of your students' prior knowledge. With that information, you can tweek your lesson on how to go forward. Good job today!

Criterion	Description	Score	Comments
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		 1.0 3.0 4.0	Once you have your own classroom, and truly get to know your students, knowing their backgrounds will assist you on successfully teaching that child.
Exhibits fairness and belief that all students can learn		 1.0 3.5 4.0	As we talked about in reflection, respect earns respect, and you showed that over and over again by communicating to students so fairly and positively.
Creates a safe and respectful environment for learners		 1.0 3.5 4.0	When being positive with your students, you are creating a nonthreatening environment. Students will become more respectful to each other when they see their teacher's actions as such throughout the entire day.
Structures a classroom environment that promotes student engagement		 1.0 3.0 4.0	Throughout your lesson, your students were always engaged. Keep in mind though, how hard it is to sit in a certain position/spot for an extended amount of time. Every 10-15 minutes, have some kind of movement incorporated into your lesson.
Clearly communicates expectations for appropriate student behavior		 1.0 3.5 4.0	Your black/white explanation of what you expected is perfect! Before lesson even began, you reviewed what you expected to 'see' and 'hear'. It is so important, when saying a jingle such as class, class .... to repeat/reteach, if the desired behavior is not accomplished. Great job!
Responds appropriately to student behavior		 1.0 3.5 4.0	You used numerous tricks in the bag to bring students back on task. If you overuse one 'way', students will eventually tune you out.
Effectively teaches subject matter		 1.0 3.0 4.0	You were very organized with your lesson; it flowed from one transition to another. Make sure to add a closure to all lessons so students have that last 30 second punch as to what they were learning during that time period.
Guides mastery of content through meaningful learning experiences		 1.0 2.5 4.0	As easy as it is to give answers, your students will begin to depend on you. Don't spoonfeed; allow students to do their own thinking.

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		 1.0 3.0 4.0	The more you can relate any lesson to your students' lives, the more they relate. Perhaps in today's lesson, was there an object in the room that had ck? Or a students' name? Or the bricks that built the school? Fun addends.
Designs activities where students engage with subject matter from a variety of perspectives		 1.0 3.0 4.0	When developing your lessons, keep in mind all of the different learning patterns you have within your classroom. Therefore, always incorporate your senses of tactile, auditory, and visual so you are teaching to all strengths.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		 1.0 3.0 4.0	This area works with 'out of the box' thoughts. Always challenge those brains.
Uses multiple methods of assessment		 1.0 3.0 4.0	You had multiple types of assessments going within your classroom. By calling on a variety of students, you were able to have immediate assessment as to which students understood the concept.
Connects lesson goals with school curriculum and state standards		 1.0 4.0 4.0	Spot on.
Adjusts instructional plans to meet students' needs		 1.0 3.0 4.0	Once you know your students better, you are able to work more individually. Perhaps decreasing the seatwork for the struggling student, or adding to their seatwork for the high roller.
Varies instructional strategies to engage learners		 1.0 3.0 4.0	
Differentiates instruction for a variety of learning needs		 1.0 3.0 4.0	Your lesson plan incorporated differentiation perfectly: were you able to use your thoughts. As we talked, don't use differentiation as just a 'helping' tool .... truly challenge those higher academic students.
Uses feedback to improve teaching effectiveness		 1.0 3.5 4.0	You are very open to suggestions. Throughout your teaching career, you will get bombarded with suggestions. Use what works for you and your students and expand on it to fit your needs/classroom.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0  4.0 <b>3.5</b>	This will become a mainstay in your daily teaching: what were the pros and cons of my lesson? How can I make it better for my students' needs and my comfort zone? The more honest you are about the lesson, the higher level of teaching you will achieve.
Upholds legal responsibilities as a professional educator		1.0  4.0 <b>3.0</b>	As an educator, you will always be held to high standards of professionalism, not just within the building, but out in society as well.

Annotated Documents

Comments on Page Content