



## Assessment Details

### 3.2 Mcdonald, Casey

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

**TYPE** Manual

**PLACEMENT** Fall 2019 EDU 300 B1

**TOC** n/a

**INSTRUMENT** [EDU 300 Practicum 1 FINAL](#)

**OVERALL COMMENT:** Casey, it was a pleasure to work with you during your Block I Practicum. Your lessons were well thought out and executed: just remember to challenge your students to the highest level they can go. Well wishes as you go into the next level of your educational journey.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	Good review of idioms and chapter 10 before beginning lesson. When going through a short review, this helps you, as the teacher, know where your students are in their knowledge of the subject at hand.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	You are very positive with all responses, but try responding more beyond good, yes, etc. When you repeat back what they say, or ask them another question to probe their thoughts, they know you are truly connected to their answer.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	When group reading, have much more discussion before and after the students read: this can be done as a whole group/ turn and talks/ share outs, etc.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	In each transition, remind students of what you want to 'hear' and 'see' as they move about. You did this well going from carpet to tables; but often times we do the 'hear' part but not the 'see' part.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	As we discussed in reflection, question your students more with abstract and/or concrete questions. Preface their reading with what they should be listening for: stop in the middle of a page and predict. Vocab words: which words will be difficult when they read: discuss and pronounce beforehand. Great story you were reading: dig deep.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Good culminating activity. Great that you had visuals to guide students through the activity.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Questions, questions, questions. When reading a story, get the students excited through questioning of what they are going to read .... also, as stated above: dig deep; get their minds thinking out of the box.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on. All lessons are to be created based off a standard for that grade level.
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Your plan was a good idea: were you able to incorporate it?
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Suggestions/ ideas ... absorb, incorporate what works for you keeping in mind that you are the driving force for your students: how can you challenge them to the next level?

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Best way to end your day: how did my lessons go and how can I improve them?

Annotated Documents

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