



Assessment Details

3.0 [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 MIDTERM

OVERALL COMMENT: Casey, I enjoyed my time observing you yesterday. Your lesson had substance and the students were definitely engaged. Enjoy your time in 5th grade, and I look forward to seeing you in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center; margin-top: 5px;"> 3.0 </div>	
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center; margin-top: 5px;"> 3.5 </div>	To get a grasp on students' knowledge, it is always good to review the previous lesson or lessons to see what they have obtained. Your set up of questions from Ch. 16, was an awesome way to review and hear the students' thoughts.
Exhibits fairness and belief that all students can learn		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center; margin-top: 5px;"> 3.0 </div>	
Structures a classroom environment that promotes student engagement		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center; margin-top: 5px;"> 3.0 </div>	The age of the teacher lecturing and students listening is long gone. You incorporated movement, turn/talks/ group discussions, etc. within your lesson to involve all, and to teach to all the students' strengths. How could've you included technology within this lesson?

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	What should we 'see', what should we 'hear' is a discussion you should always have before transitioning onto another part of the lesson.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	When asking for a specific behavior (class, class, yes, yes), always wait until you get the required behavior before you move on. If needed, practice what that behavior looks like, and sounds like before you go on with the lesson.
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	Your lesson was so organized and had a wonderful flow to it. Let's put a grabber to it, and use that closure when all the students are still seated around you, so you give them something to think about going into the next day's lesson. Also, whatever is on the board (ex: simile/metaphor), review and explain before you assign it. Even though the students have had this skill many days, never presume that they all remember what it is.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Switching up the way students were answering questions and reading verbally is so important. As we talked about in reflection, join them in reading, to let them hear that experienced verbal reader.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	With partner questions, group discussions, and listening as they read, you had multiple ways to assess your students. A quick way to see if they truly knew your guide of simile/metaphors, is to give them an exit question before they leave.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on. In all future classrooms, you will use the standards to guide the creation of your lesson plans.
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Always have a plan in hand to challenge those high rollers, and to ease the frustration of the struggling student. It doesn't have to be a long, drawn out plan, but something to keep their minds active and challenged.

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	You are very open to suggestions. For all your years as an educator, there will be new ideas and techniques to try with your students. Grab what works for your students and you and go with it.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	A successful teacher will critique themselves daily to see how they can better their skills for the benefit of their students.

Annotated Documents

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