



Assessment Details

SCORE: 3.0 [Hemmingson, Katelyn](#)

SUBMITTED 2021-03-17 00:02:07

ASSESSED 2021-03-25 11:51:29 **Results**
Seen 2021-03-25 12:03:56

ASSESSOR [Miller, Loni](#)

TYPE Manual

PLACEMENT EDU 400 Spring 2021

TOC n/a

INSTRUMENT [EDU 400 Practicum 2 FINAL](#)

OVERALL COMMENT: Nice job today, Katie! It has been a pleasure watching you learn and grow as a teacher. Remember to include all the amazing learning tools you are implementing into your formal lesson plans. Keep up the great work!

Assessed Criteria

| Criterion | Description | Score | Comments |
|---|-------------|--|---------------------|
| Supports student learning through developmentally appropriate instruction | | 1.0 <input type="text" value="3.0"/> 4.0 | |
| Accounts for differences in students' prior knowledge | | 1.0 <input type="text" value="3.0"/> 4.0 | Nice review section |
| Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs | | 1.0 <input type="text" value="3.0"/> 4.0 | |
| Exhibits fairness and belief that all students can learn | | 1.0 <input type="text" value="3.0"/> 4.0 | |

| Criterion | Description | Score | Comments |
|---|-------------|--|---|
| Creates a safe and respectful environment for learners | | 1.0 <input type="text" value="2.5"/> 4.0 | Some of the comments that were shouted out by the students were not always respectful. As 5th graders, they understand respect but are learning how to act appropriately. Try pointing out behaviors you would like to see (thank you ____ for acting respectfully by ____) |
| Structures a classroom environment that promotes student engagement | | 1.0 <input type="text" value="3.0"/> 4.0 | Students were called to the board to complete a problem, while others completed the problem on their individual whiteboards (consider having the equations pre-written on the board for efficiency) |
| Clearly communicates expectations for appropriate student behavior | | 1.0 <input type="text" value="3.0"/> 4.0 | "Keep whiteboard marker top on" |
| Responds appropriately to student behavior | | 1.0 <input type="text" value="3.0"/> 4.0 | When giving students a direction, be more assertive. Take out asking them to do something and tell them to do something. For example, you said something like, "if you see it on the board, could you do the problem on your whiteboard?" Change this to a statement: "As your peers are at the board, your job is to be solving the problem at your desk. I'll be checking your whiteboards and you will be checking your peers' work." |
| Effectively teaches subject matter | | 1.0 <input type="text" value="3.0"/> 4.0 | Great preview slide to ensure students knew what they were learning about! |
| Guides mastery of content through meaningful learning experiences | | 1.0 <input type="text" value="3.0"/> 4.0 | <p>I do - You had a great anchor chart to use as a visual. Break this down more by giving further examples of the strategy. Remember to include examples in your lesson plan and include all learning supports (PowerPoint, anchor chart). Be aware of how your back is to the class as you are writing on the board.</p> <p>We do - Did practice problems on the board - include the problems on your lesson plan. By doing this, you are able to draw students to "problem" problems. This allows you as a teacher to prepare for any misconceptions. Good idea to have students switch boards and check peers' answers.</p> <p>You do - Students worked on an activity that included movement and practice of the objective.</p> |

| Criterion | Description | Score | Comments |
|---|-------------|--|--|
| Connects core content to relevant, real-life experiences and learning tasks | | 1.0 <input type="text" value="3.0"/> 4.0 | |
| Designs activities where students engage with subject matter from a variety of perspectives | | 1.0 <input type="text" value="3.0"/> 4.0 | The lesson connected well to previous knowledge. Interdisciplinary connections would not have been appropriate for the introduction lesson. |
| Uses relevant content to engage learners in innovative thinking & collaborative problem solving | | 1.0 <input type="text" value="3.0"/> 4.0 | |
| Uses multiple methods of assessment | | 1.0 <input type="text" value="2.5"/> 4.0 | Observation is always important as a teacher. You need to be more specific on what you are looking for in your observations. You also use whiteboards but need to be more clear on what you are looking for. |
| Connects lesson goals with school curriculum and state standards | | 1.0 <input type="text" value="3.0"/> 4.0 | |
| Adjusts instructional plans to meet students' needs | | 1.0 <input type="text" value="3.0"/> 4.0 | |
| Varies instructional strategies to engage learners | | 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 | Used the activity to differentiate |
| Uses feedback to improve teaching effectiveness | | 1.0 <input type="text" value="3.0"/> 4.0 | |
| Uses self-reflection to improve teaching effectiveness | | 1.0 <input type="text" value="3.0"/> 4.0 | |

| Criterion | Description | Score | Comments |
|---|-------------|--|-------------------------------------|
| Upholds legal responsibilities as a professional educator | | 1.0 <input type="text" value="3.0"/> 4.0 | Thank you for your professionalism. |

Annotated Documents

Comments on Page Content