



Assessment Details

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TYPE Manual

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PLACEMENT Fall 2019 EDU 300 B1

ASSESSOR [Hager, Sheila](#)

TOC n/a

INSTRUMENT [EDU 300 Practicum 1 FINAL](#)

OVERALL COMMENT: Kielly, it was my pleasure to work with you during your Block I Practicum. When creating your lessons, always keep your students involvement in mind: how can I, as the teacher, get their brain power moving? What questions can i ask to get them responding? Well wishes in your future educational journey.

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;"> 3.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 2.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	Question the students to get information; be careful not to spoon feed information. Prior knowledge is important for it helps lead your lesson when you know where the students' knowledge is within a topic.
Exhibits fairness and belief that all students can learn		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	
Structures a classroom environment that promotes student engagement		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	Involving students in reading passages, underlining answers, standing while answering are all good components within a classroom. Within this lesson, have more classroom discussion, turn talks instead of feeding information.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	What should be 'seen' and 'heard' during transition and/or work time.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	During their work time, it would have been beneficial for you to bring students back on task by lowering the noise level.
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	You added a nice grabber and closure to your lesson and your lesson flowed from one step to another. In reflection, we discussed ways to add to your lesson: the major one to work on is to ask questions to get their minds working instead of giving them the information.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Your lesson plan included many ways of assessing your students: whether that's just in discussion or in the graphic organizer they produced at the end.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	
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="2.5"/> 4.0	When differentiating, how can you challenge that high roller so he/she can take their thoughts one step higher? Perhaps having them add to their responses with more descriptive words could've been one idea.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Self reflection at the end of the day helps us see how well the lesson went and what we can do to improve it.

Annotated Documents

Comments on Page Content