



Assessment Details

2.8 Erickson, Emily

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PLACEMENT Fall 2019 EDU 300 B1

ASSESSOR Hager, Sheila

TOC n/a

INSTRUMENT EDU 300 Practicum 1 MIDTERM

OVERALL COMMENT: Emily, I enjoyed being part of your classroom while you taught exciting introductions. Your smile, eyes and body language are so positive, that it gets the students excited about the lesson at hand. Your lesson was very well organized and flowed from one step to another it just needs more substance, more examples for the students to follow, etc. As you continue within your teaching years, that 'substance' will come easier as you explore new techniques. Have a good week 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		1.0 <input type="text" value="3.0"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	Your opening was a great way to find out where students' knowledge was of exciting intros.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	Student involvement is key to keeping students on task. Having different intros ready for them to analyze is one way to involve students; having them literally correct the editing mistakes in sentence, would be another.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	Before task begins, be very clear to students on what you want to 'hear' within the classroom, and what you want to 'see' happening.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	When you ask for an expectant behavior, as when you counted 3-2-1, always wait for that behavior to happen before going on with the lesson. If you are not given the expectant behavior, repeat and practice.
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	Your lesson plan was very organized and had a nice flow to it. As we discussed in reflection, it needed more substance. You took on a very difficult topic of introductions, so the students needed numerous examples of how to write one. Be as black and white as you can: for instance, telling the students starting with: My name is, was not appropriate. Also, add a grabber (hook) to your lesson and always close it down with topic at hand.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	You had multiple formative assessments going throughout your lesson. Using various techniques, such as thumbs up/ turn and talk/ group discussions, etc. always helps you, as the teacher, decipher who has a grasp on the topic at hand.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on! You even integrated two standards into one lesson: way to go! Following the standards will be the way to create 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="2.5"/> 4.0	Make sure to always challenge those high rollers.

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	You were very open to suggestions and ideas. During all the years of your future teaching years, you will continue to learn new techniques to teach your students.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.5"/> 4.0	As difficult as it is to critique ourselves, it is the best way to find out how better to revise our lessons, as to fit the needs of our students.

Annotated Documents

Comments on Page Content