



Assessment Details

SCORE: 1.3 Mertz, Sarah

SUBMITTED 2020-10-13 13:35:42

ASSESSED 2020-10-15 15:03:52 **Results**

Seen 2020-10-15 15:13:14

ASSESSOR Miller, Loni

TYPE Manual

PLACEMENT Fall 2020 B1

TOC n/a

INSTRUMENT EDU 300 Practicum 1 MIDTERM

OVERALL COMMENT: Thank you for your time today. Remember to focus on what you are learning and how to implement it into the classroom.

Assessed Criteria

Criterion	Description	Score	Comments

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="1.0"/> 4.0	The lesson was much too long for the content you covered.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="1.0"/> 4.0	Engage your students by telling them why they need to learn about sequencing.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="1.5"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="1.0"/> 4.0	Students completed a worksheet during the hour lesson. Consider ways to make learning meaningful for the students. Completing the lesson as a group was simply a task to them (proven by the students yelling out "why?").
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="1.5"/> 4.0	3, 2, 1 - good strategy, but you need to wait to make sure students comply with the direction Told students expectation for voice level

Criterion	Description	Score	Comments
Responds appropriately to student behavior		<p>1.0 <input type="text" value="1.0"/> 4.0</p>	I could see your frustration rising as the lesson went on. Do not push through student behavior or misbehavior. It is better to stop the lesson to explain your expectations than to continue on with half listening.
Effectively teaches subject matter		<p>1.0 <input type="text" value="1.5"/> 4.0</p>	<p>Your lesson plans need a lot more detail. What are you teaching the students? You jumped into the worksheet with directions on how to complete it.</p> <p>You need to scaffold the students' learning. What was the important part of sequencing (lesson objective). Think of it like this- when students go home and parents ask "what did you learn today," what will they say? A worksheet or sequencing?</p>
Guides mastery of content through meaningful learning experiences		<p>1.0 <input type="text" value="1.0"/> 4.0</p>	Scaffold your instruction. I do, We do, You do
Uses multiple methods of assessment		<p>1.0 <input type="text" value="1.0"/> 4.0</p>	
Connects lesson goals with school curriculum and state standards		<p>1.0 <input type="text" value="1.0"/> 4.0</p>	You have a connection to your lesson plan, but it did not translate into the application of the plan.

Criterion	Description	Score	Comments
Collaboratively designs instruction		2.0 1.0 <input type="text"/> 4.0	
Differentiates instruction for a variety of learning needs		n/a 1.0 <input type="text"/> 4.0	
Uses feedback to improve teaching effectiveness		2.0 1.0 <input type="text"/> 4.0	
Uses self-reflection to improve teaching effectiveness		2.0 1.0 <input type="text"/> 4.0	

Annotated Documents

Comments on Page Content