



Assessment Details

SCORE: 3.5 [Allen, Bethany](#)

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 300 B1

TOC n/a


INSTRUMENT [EDU 300 Practicum 1 FINAL](#)

OVERALL COMMENT: Bethany, it was my pleasure to work with you during your Block I Practicum. Student Rapport: it was very evident that you connect with your students with a very positive feeling, and have a good 'connection' with them; something I cannot teach, but is the essence of a successful classroom. Well wishes to you as you venture into your next educational experience.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	This step in your lesson plan is so necessary so that you get a grasp on the students' knowledge, in case your lesson needs to be shifted to a higher challenge or brought down academically.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	In a short, 20 minute lesson, your lesson was proof that student engagement can be done efficiently. Loved how you engaged the students by letting them 'slip in' and read a word here and there.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	There is never an end to reminding students, before any transition, what you are 'looking' for and 'listening' for when it comes to behavior.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	There were no behavior incidents, but watching you roam around your group and classroom, is a good practice for your bodily presence, at times, can squelch a behavior problem before it even arises.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	A very good 20 minute lesson: as we talked in reflection, be careful of spoonfeeding: question students to come up with answers. Also, visuals could've been very pertinent in this lesson: Pearl Harbor of today and 'yesterday'.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	Good discussions, good turn and talks. When creating lesson plans, try to entwine it with the students' every day life. Perhaps someone had visited Pearl Harbor, or had a great grandfather that was there . The more you can relate it to their lives, the more students can identify with task at hand.
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on ... standards will be the foundation of your lesson plans.
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.5"/> 4.0	In your plans, it said you were going to check in with high fliers to challenge them on their graphic organizer. Were you able to do that?
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	You will receive numerous ideas and suggestions throughout your educational journey: take what works for you, fix it to your teaching style and for the betterment of your students.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0  4.0	Take a few minutes daily to reflect on what went well and what can be added or changed up with your lessons. What works one day, may not work the next so we always need to be looking for that 'good' fit for our students. Also, this helps us, as teachers, to not become stagnant!

Annotated Documents

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