



Assessment Details

SCORE: 2.5 Brekhus, Shelby

SUBMITTED 2020-12-01 00:03:55

ASSESSED 2020-12-10 13:43:03 **Results Seen** 2020-12-10 13:51:47

ASSESSOR Miller, Loni

TYPE Manual

PLACEMENT Fall 2020 B1

TOC n/a

INSTRUMENT EDU 300 Practicum 1 FINAL

OVERALL COMMENT: None

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	Great connection to the previous lesson.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="2.5"/> 4.0	
Structures a		1.0 <input type="text" value="2.5"/> 4.0	Writing about Christmas cookies is a

<p>classroom environment that promotes student engagement</p>			<p>great way to engage the students. Consistently engaged students in the discussion. Consider adding a pair-share or another strategy to have students "talk out" their idea before they write their stories.</p>
<p>Clearly communicates expectations for appropriate student behavior</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>It was clear you were following the policies of the classroom teacher. Reminded students on voice level</p>
<p>Responds appropriately to student behavior</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>You aver very kind and positive.</p>
<p>Effectively teaches subject matter</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>I do- Connection to previous knowledge, use of mentor text and think-aloud (pointing out narrative elements), good work adding to the board as a visual for the students (help with independence), used a visual (sketch) of your story as an example We do- students helped you write your story while you pointed out the narrative elements and connected writing mechanics You do - students write their narratives Great idea to pull students back to the front of the room for a review</p>
<p>Guides mastery of content through meaningful learning experiences</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	
<p>Uses multiple methods of assessment</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>To push yourself, consider what told you (assessment wise) the students were ready to move to the next level of scaffolding. Nice work having students self-assess during the review. To push yourself, could you find a way to have students document where they are so they have a starting point for tomorrow?</p>
<p>Connects lesson goals</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	

with school curriculum and state standards			
Collaboratively designs instruction		<div style="text-align: center;">2.5</div> <div style="display: flex; justify-content: space-between;"> 1.0 <input style="width: 100px;" type="text"/> 4.0 </div>	
Differentiates instruction for a variety of learning needs		<div style="text-align: center;">2.0</div> <div style="display: flex; justify-content: space-between;"> 1.0 <input style="width: 100px;" type="text"/> 4.0 </div>	
Uses feedback to improve teaching effectiveness		<div style="text-align: center;">2.5</div> <div style="display: flex; justify-content: space-between;"> 1.0 <input style="width: 100px;" type="text"/> 4.0 </div>	
Uses self-reflection to improve teaching effectiveness		<div style="text-align: center;">2.5</div> <div style="display: flex; justify-content: space-between;"> 1.0 <input style="width: 100px;" type="text"/> 4.0 </div>	

Annotated Documents

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