



Assessment Details

2.9 Richter, Emily

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ASSESSOR Conlon, Tom

TYPE Manual

PLACEMENT Fall 2019 EDU 300 B1

TOC n/a

INSTRUMENT EDU 300 Practicum 1 MIDTERM

OVERALL COMMENT: Emily appears genuinely comfortable working with the students and the students respond positively in turn. She gives clear direction and also uses classroom management strategies effectively to help the students stay on task. A particular strength for Emily in this lesson was the approach she used with the Guided Practice portion of the lesson. She was able to direct the students in a timely and effective manner, where no students were frustrated with going too fast nor were there students becoming bored with going too slow. In future lessons Emily will want to further develop the Introduction and Closure portions of the lesson. An Introduction typically includes a Review of previous learning but also gives the students a Purpose of the current lesson. It removes any anxiety the student may have by informing them what they will be learning and what they will be doing. A Closure likewise, wraps up the learning, it summarizes, and reminds students of why the learning was important, and how they may use this knowledge in the future.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> </div>	The lesson appeared to be developmentally appropriate.

<p>Accounts for differences in students' prior knowledge</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>In a future lesson, Emily will want to spend some time in the Review portion of the Introduction to assure she has an understanding of the students' prior knowledge.</p>
<p>Exhibits fairness and belief that all students can learn</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>It appears Emily exhibits a fairness for each student with a belief all students can learn.</p>
<p>Structures a classroom environment that promotes student engagement</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Students appeared very much at ease and engaged throughout the lesson.</p>
<p>Clearly communicates expectations for appropriate student behavior</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Emily very clearly and calmly gave the students step by step direction as they transitioned to the lesson and also within the lesson itself.</p>
<p>Responds appropriately to student behavior</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>The students were engaged with little or no need for Emily to redirect.</p>
<p>Effectively teaches subject matter</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Emily prepared and used an Anchor Chart to visually focus learning and help the students in the Guided Practice portion of the lesson. Emily incorporated the strategy of "Turn and Talk" effectively within the lesson. See further comments below in the General Comments section.</p>
<p>Guides mastery of content through meaningful learning experiences</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Emily is to be commended for her work within the Guided Practice portion of the lesson - General Comments below. In addition, as she read the story to the class she held the book for all the students to see, using the right amount of expression for this story. She also held the students attention by stopping periodically calling attention to the expected learning.</p>
<p>Uses multiple methods of assessment</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Emily monitored student learning in the whole group presentation and also with a paper/pencil activity.</p>

Connects lesson goals with school curriculum and state standards		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	The lesson was correlated to state standards and the school curriculum.
Collaboratively designs instruction		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	Emily seems to have developed a good working relationship with the classroom teacher.
Differentiates instruction for a variety of learning needs		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	This was more of a whole group instruction lesson and did not necessarily call for differentiation.
Uses feedback to improve teaching effectiveness		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	Emily appeared to be genuinely interested in receiving feedback.
Uses self-reflection to improve teaching effectiveness		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	Emily seemed to accurately reflect on her teaching effectiveness.

Annotated Documents

Comments on Page Content