



# Assessment Details

**SCORE: 2.4** Cunningham, Carol

**SUBMITTED** 2021-04-03 00:04:02

**ASSESSED** 2021-04-08 12:26:19 ✓ Results

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**ASSESSOR** Miller, Loni

**TYPE** Manual

**PLACEMENT** EDU 300 Spring 2021

**TOC** n/a

**INSTRUMENT** EDU 300 Practicum 1 FINAL

**OVERALL COMMENT:** Very nicely done, Carol. What a joy it is to watch your confidence grow in the classroom. You are doing such a wonderful job!

## 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 and building on previous knowledge   |
| Exhibits fairness and belief that all students can learn                  |             | 1.0 <input type="text" value="2.5"/> 4.0 |   |
| Structures a classroom environment that promotes student engagement       |             | 1.0 <input type="text" value="2.0"/> 4.0 | Great use of a theme to engage students in the content throughout the week.<br>Very creative mentor text - Bigfoot Cinderrrrrella<br>Having students sit in front was a good idea. Consider ways to keep all students engaged. Perhaps a different strategy than calling on students with hands raised? |
| Clearly communicates expectations for appropriate student behavior        |             | 1.0 <input type="text" value="2.5"/> 4.0 | "Sit criss-cross"   |

| Criterion   | Description | Score                                    | Comments  |
|---|-------------|--|---|
| Responds appropriately to student behavior                        |             | 1.0 <input type="text" value="2.5"/> 4.0 | You have a positive approach to managing behavior. Keep up the great work.<br>The way you held the book allowed you to keep a close eye on all the students - great work!   |
| Effectively teaches subject matter                                |             | 1.0 <input type="text" value="2.5"/> 4.0 | This lesson was clearly connected to the learning throughout the week. Consider the following (for block 2) - how did you know what to teach each day; how did you break down the learning?   |
| Guides mastery of content through meaningful learning experiences |             | 1.0 <input type="text" value="2.5"/> 4.0 | I do- Connected learning to previous instruction and mentor text. Venn diagram<br>We do - Filled out Venn diagram connected to mentor text<br>You do - Students worked on their own Venn diagram. For block 2, consider how you knew students were ready to move to independent activity. |
| Uses multiple methods of assessment                               |             | 1.0 <input type="text" value="2.0"/> 4.0 | Nice job. Consider exploring grading criteria for proficiency and how you would document student learning/data.   |
| Connects lesson goals with school curriculum and state standards  |             | 1.0 <input type="text" value="3.0"/> 4.0 |   |
| Collaboratively designs instruction                               |             | 1.0 <input type="text" value="2.5"/> 4.0 |   |
| Differentiates instruction for a variety of learning needs        |             | 1.0 <input type="text" value="2.0"/> 4.0 | You will learn many more strategies during block 2.   |
| Uses feedback to improve teaching effectiveness                   |             | 1.0 <input type="text" value="2.5"/> 4.0 |   |
| Uses self-reflection to improve teaching effectiveness            |             | 1.0 <input type="text" value="2.5"/> 4.0 |   |

Annotated Documents

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