University of Mary

Assessment Details

SCORE: 2.4 Klein, Emily

🕐 **SUBMITTED** 2020-10-13 13:35:42

🕐 **ASSESSED** 2020-10-23 12:55:56 ✔ Results
Seen 2020-10-23 12:57:05

👤 **ASSESSOR** Miller, Loni

✔ **TYPE** Manual

🏢 **PLACEMENT** Fall 2020 B1

TOC n/a

INSTRUMENT EDU 300 Practicum 1 MIDTERM

OVERALL COMMENT: Thank you for sharing your video lesson with me. Wonderful work, Emily!

Please set up a time to meet if you feel it is necessary.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		2.5 — 1.0 ▼ 4.0	
Accounts for differences in students' prior knowledge		2.0 — 1.0 ▼ 4.0	Connect prior knowledge with "previous cues."
Exhibits fairness and belief that all students can learn		2.5 — 1.0 ▼ 4.0	
Structures a classroom environment that promotes student engagement		2.5 — 1.0 ▼ 4.0	How did you choose the student to call on? What if a student doesn't raise their hand? The visual on the board (slide) was a great way to focus on the students' learning.
Clearly communicates expectations for appropriate student behavior		2.0 — 1.0 ▼ 4.0	What was the behavior expected of the students? How has your practicum teacher implemented behavior procedures? As students were working with their peers, you stated the expectation for voices. Remember to bring students back to you instead of speaking over them.

Criterion	Description	Score		Comments
Responds appropriately to student behavior		2.5 1.0 [▼] 4.0		You are so positive with the students and engaged them by using their names. Wonderful!
Effectively teaches subject matter		2.5 1.0 [▼] 4.0		You gave multiple "look for" to the students. I do– previous knowledge We do - slide You do - cards How did you know students were ready to move to group work?
Guides mastery of content through meaningful learning experiences		2.5 1.0 [▼] 4.0		Very nice flow to your lesson!
Uses multiple methods of assessment		n/a 1.0 [▼] 4.0		
Connects lesson goals with school curriculum and state standards		2.5 1.0 [▼] 4.0		
Collaboratively designs instruction		2.5 1.0 [▼] 4.0		
Differentiates instruction for a variety of learning needs		n/a 1.0 [▼] 4.0		
Uses feedback to improve teaching effectiveness		2.5 1.0 [▼] 4.0		
Uses self-reflection to improve teaching effectiveness		2.5 1.0 [▼] 4.0		

Annotated Documents

Comments on Page Content