UNIVERSITY of MARY

Assessment Details

SCORE: 2.4 Clark, Hannah

🕐 **SUBMITTED** 2020-12-01 00:03:56

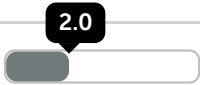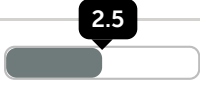🕐 **ASSESSED** 2020-12-10 11:48:32 ✔ **Results Seen** 2021-09-28 17:12:40

👤 **ASSESSOR** Miller, Loni

✔ **TYPE** Manual

🏢 **PLACEMENT** Fall 2020 B1
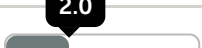
☰ **TOC** n/a

▦ **INSTRUMENT** EDU 300 Practicum 1 FINAL

OVERALL COMMENT: Very nicely done, Hannah. Keep up the great work!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		2.0 1.0 ▭ 4.0	
Accounts for differences in students' prior knowledge		2.5 1.0 ▭ 4.0	Very creative to pose questions that were not clear. It was very engaging to the students.
Exhibits fairness and belief that all students can learn		2.5 1.0 ▭ 4.0	
Structures a		2.5	All students were

classroom environment that promotes student engagement		1.0 ▬▬ 4.0	responsible for completing the writing activity.
Clearly communicates expectations for appropriate student behavior		**2.5** 1.0 ▬▬ 4.0	You used multiple strategies to gain student attention. Great work not moving on until you had all students listening.
Responds appropriately to student behavior		**2.5** 1.0 ▬▬ 4.0	Again, great work. There was a point that you had to repeat the cue a second time to get students' attention. With students who did not comply you quickly and kindly reminded them of the expectation.
Effectively teaches subject matter		**2.5** 1.0 ▬▬ 4.0	
Guides mastery of content through meaningful learning experiences		**2.0** 1.0 ▬▬ 4.0	I do - "Do you like that?" examples of questions and how to ask questions We do- You do - students had an interview sheet to record and write answers Examples of We do: have students create an "idea" list of interesting questions to ask, tie their questions to the books they are reading in class
Uses multiple methods of assessment		**2.0** 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		2.0 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