



Assessment Details

SCORE: 3.6 [Waltman, Madisyn](#)

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

PLACEMENT EDU 300 Fall 2021

TOC n/a

INSTRUMENT [EDU 300 Practicum 1 FINAL](#)

OVERALL COMMENT: Madisyn, you are well on your way to being a very successful teacher. You have the desire to learn and become better at what you do, you are sincere when responding to students, and your warm smile is an added bonus. Teaching is not an easy profession but can be such a rewarding profession. God Bless you as you continue on with your educational endeavors.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0	Grade 5 appropriate and with the interest you developed right at the beginning of the lesson, the students were with you all the way through. Great job!
Accounts for differences in students' prior knowledge		1.0	Reviewing previous lessons, helps you, as the educator, know where the students are with the know how of that topic. Don't be afraid to use a visual for review to also prompt their minds to the concept they are discussing.
Exhibits fairness and belief that all students can learn		1.0	Your body language and responses are very respectful and positive toward the students.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	Using technology throughout a lesson, along with allowing students to come up front and share their ideas, fully engages the students. You gave confidence to students, when you allowed them to pass when expressing their thoughts on a topic ... further on in lesson, call on those students again to see if they have warmed up to the idea of sharing out their thoughts.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	At the very beginning of the lesson, what should the room look like and sound like. Even though you know they know the answer to that, review it so you can reference it further on in the lesson.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	While you are teaching, bring students back on task and listening to you, before going on. Due to your grabber, the students were so very excited about the lesson at hand, but they can't learn if they are busy talking while you are teaching.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	You instantly grabbed your students in with your beginning comparative questiongood job! Your lesson flowed from one step to another. As we reflected, make sure you are always asking 'why' instead of 'telling' ... and it was good to discuss your closure, that you can always throw that in later in the day.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="4.0"/> 4.0	Adverbs: why would 5th graders have the desire to learn about adverbs? You showed them why with the simple grabber that you had, relating adverbs to their life at hand: Christmas!! It truly showed you how important that beginning opener/grabber is to hold the attention of your students. It was great!
Uses multiple methods of assessment		1.0 <input type="text" value="4.0"/> 4.0	You had multiple ways of assessing their adverb knowledge and purpose to their 'exit' slip of writing a sentence. It was such a good move to tell the students to leave the notebooks open on their desk, for then you let students know there was a 'purpose' to them writing a sentence, and it's a perfect way for you to access how much the students had absorbed during the lesson.

Criterion	Description	Score	Comments
Connects lesson goals with school curriculum and state standards		1.0 <input type="text"/> 4.0 3.5	State standards will be the guide for you creating your lessons. It helps you know that you have covered all the needed curriculum for that particular grade level.
Collaboratively designs instruction		1.0 <input type="text"/> 4.0 3.5	
Differentiates instruction for a variety of learning needs		1.0 <input type="text"/> 4.0 3.5	Putting that simple sentence on your board to challenge their brains is as simple as it can be. When writing up your differentiation, keep it short and to the point so you are more apt to use it during the lesson.
Uses feedback to improve teaching effectiveness		1.0 <input type="text"/> 4.0 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text"/> 4.0 3.5	So hard to speak about ourselves in a positive light, but self reflection is such a good way to truly acknowledging how your day went!

Annotated Documents

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