



Assessment Details

SCORE: 2.9 [Haak, Shyla](#)

SUBMITTED 2021-10-29 00:01:15

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

PLACEMENT EDU 300 Fall 2021

TOC n/a

INSTRUMENT [EDU 300 Practicum 1 MIDTERM](#)

OVERALL COMMENT: Shyla, it was a delight to be in your classroom today at Roosevelt. Your lesson was organized, flowed well and constantly used examples that your students could relate to. Enjoy the rest of your week, trying different techniques to see what works for you. I look forward to our visit in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px;" type="text" value="2.9"/>	The examples you used for inference, of snack after school and a picnic totally were identifiable by the students.
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px;" type="text" value="2.9"/>	Beginning a lesson finding out what prior knowledge your students have on any standard, sets the tone for the lesson.
Exhibits fairness and belief that all students can		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px;" type="text" value="2.9"/>	

learn			
Structures a classroom environment that promotes student engagement			Your students were engaged every step of the way with this lesson and you changed up the engaging good job.
Clearly communicates expectations for appropriate student behavior			As teachers, we think the students know or should know how to act acceptably anywhere in the classroom. But in reality, it is always a good standard to review/reteach/ go over what you expect to 'hear' and 'see' every time you are moving the students.
Responds appropriately to student behavior			Just by walking around the room, your presence can calm the anxious student.
Effectively teaches subject matter			Your lesson was very organized and flowed from one step to another. As we discussed, be careful not to spoon feed your students and always put a closure to your lesson: give them something to remember about the standard you just taught.
Guides mastery of content through meaningful learning experiences			
Uses multiple methods of assessment			Classroom discussion/ worksheet, all good assessments. You can always add turn/talks or white board answering to change it up.
Connects lesson goals with school curriculum and state standards			Spot on! You will always develop your lesson to the standard instead of opposite way.
Collaboratively designs instruction			Your main focus of every day is your students' progress. Working together with an extensive educational team will give you ways to find that success level for your students.

Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Differentiation doesn't have to be long and drawn out but needs to challenge your students' brains to think out of the box.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	You are very open to suggestions. Take what works for you and for your students and run with it.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	This will become a mainstay in your daily teaching: what were the pros and cons of my lesson? How can I make it better for my students' needs and my comfort zone? The more honest you are about the lesson, the higher level of teaching you will achieve.

Annotated Documents

Comments on Page Content