



Assessment Details

GRADE: % **3.3** [Bittner, Rebekah](#)

SUBMITTED 2019-12-07 00:05:59

ASSESSED 2019-12-12 07:03:19 **Results Seen** 2019-12-12 10:12:30

ASSESSOR [Hager, Sheila](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 300 B1

TOC n/a

INSTRUMENT [EDU 300 Practicum 1 FINAL](#)

OVERALL COMMENT: Rebekah, it was a pleasure to work with you during your Block I Practicum. Your body language spoke for you today: you were very comfortable with the students and your comments were very warm and positive. Well wishes to you as you move onto your next educational experience.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	Going from large group to small group, there wasn't much review that had to be done, but was glad to see you reviewed a little. In any lesson, starting out with review lets you, as the teacher, know what knowledge the students have with any given topic, and helps guide

			your lesson.
Exhibits fairness and belief that all students can learn			
Structures a classroom environment that promotes student engagement			Even in a short 15-20 minute lesson, change up helps keep students stay on task. Watching a short video clip on awful fluency? Turns and reads? Just a few ideas to add to your lesson to engage the students in a different manner.
Clearly communicates expectations for appropriate student behavior			What do you want to 'see' and 'hear' while at the table? The students were very attentive to you, but always a good idea to preface your lesson with what behavior you expect.
Responds appropriately to student behavior			
Effectively teaches subject matter			As mentioned, change ups are good even within a short lesson. Do a grabber of awful fluency/ then correct it. Have students exaggerate taking long breaths and then no breath, to hear the difference in their sentences.
Guides mastery of content through meaningful learning experiences			
Uses multiple methods of assessment			
Connects lesson goals with school curriculum and state standards			Spot on. Always use standards to be your guide when creating your lesson plans.
Collaboratively designs instruction			
		n/a	

Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.5"/> 4.0	Not applicable for differentiation, for you were using just fluency for practice.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	You are very open to suggestions and ideas. In your teaching journey ahead, you will be given numerous ideas; go with what works for you and the betterment of your students.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	At the end of each day, take a moment to reflect on what felt good about your lessons, where did your students connect, what can be changed to even make it better? How does technology and all of the senses fit into the lessons?

Annotated Documents

Comments on Page Content