



Assessment Details

GRADE: % **2.9** [Bittner, Rebekah](#)

SUBMITTED 2019-10-19 00:05:14

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 300 B1

TOC n/a

INSTRUMENT [EDU 300 Practicum 1 MIDTERM](#)

OVERALL COMMENT: Rebekah, I enjoyed observing and visiting with you while in your classroom. If the same circumstances ever occur again, please contact me also, for perhaps we could've rescheduled so I could've seen a complete lesson. Your standard is a wide open learning tool, definitely a life long skill and one that you are teaching continuously. A great part of your lesson was for you to be giving examples of pace, for the students learn by example. Enjoy your time in 3rd grade and I look forward to seeing you in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> 3.0 1.0 <input type="text" value="2.9"/> 4.0 </div>	
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> 2.5 1.0 <input type="text" value="2.5"/> 4.0 </div>	To get a feel for where students' knowledge is, do a review before beginning your lesson. In this case, you could've had a sentence on the board for ordering at a restaurant,

			and read through it as a class in fast and/or slow mode and then hold a discussion about how important it is to have the correct fluency pace. In this case, the waitress wouldn't be able to order correctly if too fast.
Exhibits fairness and belief that all students can learn			When talking to students, and answering students, it is imperative that, as educators, you have positive disposition and feedback. You had a nice connection with the students that you made them feel comfortable having discussion.
Structures a classroom environment that promotes student engagement			Even though it was a short lesson, you incorporated different ways of reaching your standard.
Clearly communicates expectations for appropriate student behavior			Before transitioning, have a discussion of what your classroom should 'look' like and 'sound' like.
Responds appropriately to student behavior			
Effectively teaches subject matter			When designing your lesson, give it substance in the teaching part before going on to an activity.
Guides mastery of content through meaningful learning experiences			Your standard is a lifelong skill ... in the short time, you did a good job of incorporating all 3 senses to teach to the students' strengths.
Uses multiple methods of assessment			You, as the educator, are continually assessing fluency throughout your day. When students were in pairs, perfect way to assess would be to sit with the pairs and listen.
Connects lesson goals with school			Spot on. Standards are the guide to creating your lesson plans on a daily basis.

curriculum and state standards			
Collaboratively designs instruction			
Differentiates instruction for a variety of learning needs			In reflection time, we had a good discussion on how to differentiate. Make sure that in your plans, you are challenging your high rollers to keep their brains flowing, and creating a plan that does not frustrate your struggling academic students.
Uses feedback to improve teaching effectiveness			You are very open to new ideas and suggestions. Throughout your career, you will see and hear numerous ways to do a particular standard, etc. Never stop listening or learning.
Uses self-reflection to improve teaching effectiveness			A successful teacher will critique themselves on a daily basis.

Annotated Documents
 Comments on Page Content