



Assessment Details

2.9 Davis, Claire

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ASSESSOR [Conlon, Tom](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 300 B1

TOC n/a

INSTRUMENT [Practicum 1 EDU 300 MIDTERM Evaluation Rubric](#)

OVERALL COMMENT: Claire presents herself with a confidence and has a positive, energetic approach that is reflected in the students behavior. It is evident that she has, in this first week of Practicum I, developed a great rapport and and working relationship with the students and the classroom teacher as well.

Claire was well prepared for this lesson, she planned and used a video that was directly related to the learning. She also prepared a poster before the lesson to give the students a visual focus of the learning. She incorporated cooperative learning appropriately and had a paper/pencil activity to assess learning. In addition, she used these strategies in a fun and active manner and the students were very much engaged.

In future lessons, Claire will want to be mindful of the time needed to complete this type of lesson.

Time can be difficult to judge even for the experienced teacher but is also a very important component in the teaching and learning process.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	This was a lesson on identifying the author's purpose in writing, and was presented in this third grade classroom.. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Claire introduced the lesson with a video that was directly relayed to the topic, enhancing the knowledge for all the students.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Claire seems to have a real upbeat approach. She demonstrates a fairness to each student and her double major in special education further demonstrates her concern to reach each student.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Claire has an exuberant approach that the students responded to in a positive fashion. Students appeared engaged throughout the lesson.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Claire clearly explained her expectations and used follow up classroom management strategies appropriately.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Students appeared engaged with little or non need for redirection. Claire used the strategy of proximity effectively keeping the students on task.
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	Claire will want to further develop the steps of a lesson including the Introduction and Closure as mentioned in the general Comments below. She will also want to explore further developing the Guided Practice portion of the lesson, actually demonstrating the expected outcome.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	In this first week of Practicum I, Claire seems to naturally do the little things that enhance the learning, for example, she gave the students a purpose for what to watch for in the video as she introduced it.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Claire used a quick thumbs up/down method to check for understanding/ She monitored students learning as she walked around the room, and she had a paper/pencil activity to further assess learning.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was correlated to state standard and the school curriculum.
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	The classroom teacher and Claire seem to work very well together and the classroom teacher says Claire is "a real gem".
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Claire used cooperative learning groups to address this need as the students were grouped so that each group had students at varying academic levels.

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Claire appeared genuinely interested in receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.5"/> 4.0	Claire recognized time was an issue. She will also want to identify the positive aspects of her teaching and continue to build on them.

Annotated Documents

Comments on Page Content