



# Assessment Details

**SCORE: 3.4** Molter, Caitlin

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**ASSESSOR** Hulm-DeGree, Cindy (external)

**TYPE** Manual

**PLACEMENT** Sp. 22 EDU 300

**TOC** n/a

**INSTRUMENT** EDU 300 Practicum 1 FINAL

**OVERALL COMMENT:** Although your current classroom has numerous challenges, this provides you with good experience. Today's lesson went well. Your cooperating teacher is well positioned to give you valuable & insightful suggestions. Take advantage of her great experience. Good luck with the remainder of your practicum teaching & end-of-year activities. Enjoy your summer working at the YMCA Daycare! C. DeGree

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	This is a very necessary skill that is difficult to teach for students of this grade level. That being said, it is developmentally appropriate & critical for building a foundation in written communication. I have always found that teaching the mechanics always takes longer than anticipated in all the grade levels! You provided a good example about prairie dogs & the use of the COPS acronym makes for a helpful, easily remembered editing strategy.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	As we discussed, this has been an ongoing lesson & your cooperating teacher informed you of student prior knowledge. For this editing lesson, it is anticipated that certain students will require additional support/instruction.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	<p>The students were comfortable with their participation in this lesson. You were able to teach a difficult lesson in a manner understandable by all students. Even though some of the students were unsure about editing, they felt safe to share answers with you.</p>
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	<p>This lesson was helpful &amp; you were able to conduct the instruction, despite challenging behaviors by some students. The students were seated on the floor with an easel board in front of them. On the board, your story example was viewable by all. This was done as a whole group &amp; you used the COPS acronym as a guide to teach editing. Students hunted for the mistakes &amp; corrections were immediately made by you. This was a great visual feedback. The students enjoyed the lesson &amp; they readily participated.</p>
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	<p>Expectations &amp; instructions were explicitly stated.</p>
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	<p>Because of the class composition, including several students with challenging behavior, it is difficult to teach in an undisturbed manner. I think you did well &amp; were able to guide students through the important parts of the lesson, despite the other activity occurring.</p>
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	<p>Taken from Standard 4 above:            This lesson was helpful &amp; you were able to conduct the instruction, despite challenging behaviors by some students. The students were seated on the floor with an easel board in front of them. On the board, your story example was viewable by all. This was done as a whole group &amp; you used the COPS acronym as a guide to teach editing. Students hunted for the mistakes &amp; corrections were immediately made by you. This was a great visual feedback. The students enjoyed the lesson &amp; they readily participated.</p> <p>Skillful editing is an ongoing progress &amp; students require much practice in this.</p>

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	See comments above.
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	Formative assessment was well utilized in this lesson. You were able to monitor students' understanding through questions & sharing.  Publication of the story for each student will be the summative assessment.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	Your lesson was aligned with state standards & collaboratively developed with your cooperating teacher.
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	See above comments.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.5"/> 4.0	Taken from Standard 1 above: As we discussed, this has been an ongoing lesson & your cooperating teacher informed you of student prior knowledge. For this editing lesson, it is anticipated that certain students will require additional support/instruction.  Procedures for differentiation are contained within the lesson plan.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	You were eager to request feedback to improve your lesson. My recommendation for possible changes would be to write a shorter example story & request that students come up to the chart & take turns making corrections. I believe when students have an investment in the writing themselves, their attention & retention of the information are better.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	For your self-reflection, you agreed that the lesson went longer than you expected. In the future, you anticipated that you will write a shorter example story as a possible remedy. Of course, this depends on the class composition. Classrooms with a greater number of proficient students may require longer or more challenging example stories.

# Annotated Documents

## Comments on Page Content