



Assessment Details

SCORE: 3.0 Molter, Caitlin

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ASSESSOR Hager, Sheila

TYPE Manual

PLACEMENT EDU 400 Fall 2022

TOC n/a

INSTRUMENT EDU 400 Practicum 2 MIDTERM

OVERALL COMMENT: Caitlin, it was a pleasure for me to come in to observe you. You took on a very hard Math concept, but handled it well. It was so good of you to admit your human error, and how this was a difficult concept for you as well shows them you are human like them. For the next lesson, work on behavior: bringing the students back on task, and variety: how can you change up your lesson? I look forward to working with you 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>	
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>	good review of 152/ how about if you take that same whole number and now divide it up into pieces? 1.52/ 12.5/.125 to visually show them that as you move the decimal, your 'whole' will get smaller and smaller?
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div>	Since you are in the classroom such a short time, this is a hard one to observe. When you have your own classroom, this will become very important while creating your lesson plans.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	Even though the standard you were teaching was difficult, you stayed very positive with the students.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="2.5"/> 4.0	Lots of chattering going on within the classroom. How can you bring your students back on task?
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	Change it up get movement going for your students use turn and talks/ use partners/ then whole group discussion.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	Clearly is the key here what do you want the classroom to sound like/ look like as you teach this new concept? Go through these rules before you start your lesson so the students know what you expect of them.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	As you are attempting to get your students back to a desired behavior mode, always wait a few seconds for them to respond to your request. If they do not respond, do not go on stop/ go over it again, and don't return to teaching until you have desired behavior.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Grabber? Closure? Always do something that grabs students into your lesson? As we discussed lining the students up/ etc., so they can visually see where they are going with decimals. Closure: take a minute or two to review what they just did for the 50 minutes before you transition; therefore, you are setting up the opening for tomorrow's math class.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="2.5"/> 4.0	So many different ways to relate decimals to real life scenarios. When the students see how they can use the lesson in their own lives, they respond more positively. As we talked about, even using .5/ relating it to 1/2.

Criterion	Description	Score	Comments
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.5"/> 4.0	A variety of ways uses all senses, so you are teaching toward your students' strengths whether that's tactile/ auditory/ or sight. Great tactile was having them cut their own square of 100!
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	Innovative is 'out of the box' the whole lesson was innovative for most of the students because it was new. How could've you engaged those students that were ready for the next step in decimals?
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	You used large group discussion for most of your lesson how about an exit question, showing each student a decimal, as they go out the door for lunch, and they have to tell you how to say it. In a second, you have assessed which ones are having difficulty with the new concept.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.5"/> 4.0	Once again, 'variety' is the key here how can you change it up?
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Very open to suggestions.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Take a minute or two at the end of your teaching day to assess how your day went. What went well? What needs a change up for the benefit of the students and you.

Criterion	Description	Score	Comments
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.5"/> 4.0	Professionalism is a broad term used in so many different ways in the educational field: your dress, the responding of getting something done on time, the privacy of your students, etc.

Annotated Documents

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