



## Assessment Details

GRADE: % **3.2** Plasch, Brandon

 SUBMITTED 2019-10-19 00:05:14

 ASSESSED 2019-10-25 10:17:46 

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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:** Brandon, I enjoyed observing and visiting with you in your classroom. Your love of teaching and the importance of the students learning is very evident as you present your lessons. A lesson jumps up a notch, with the littlest additions: charts already written out; use of technology; animals on a table, etc. Keep brainstorming different ways to bring your lessons to 'life'. Enjoy your time in this 3rd grade room and I look forward to seeing you in December.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	Prior knowledge helps you, as the educator, understand the different levels of the students' knowledge. the asking of 3 things that happened in past chapter, and the review of punctuation marks, was a great way to review.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Your positive attitude and enthusiasm to be in

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			the classroom is very evident.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	What should I 'see' and 'hear' is an important discussion before any transition and/or activity. The little battery operated lights, with direction, clearly help the students with that.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	Any time a teacher is asking for a specific behavior, it is imperative that you state behavior and wait until that behavior is given. Again, using those lights, even in the middle of the writing element, was a great way to return the students to their task at hand.
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	As discussed in reflection, all lessons need a grabber and a closure. When creating your closure, you can 'set yourself up' for tomorrow's lesson, or in this case, set it up to flow into the next lesson at hand.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	The added tactile of the animals was a wonderful way to give the students a guidance of what to write about. All senses were woven within your lesson: good job.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Connects lesson goals with school curriculum and state standards		1.0 <input type="text"/> 4.0 4.0	The standards are the basis for all lesson plans.
Collaboratively designs instruction		1.0 <input type="text"/> 4.0 3.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text"/> 4.0 3.5	Your special ed background will be a huge benefit when differentiating within a regular classroom. You truly had a good grip on how you wanted to do this segment. Remember to challenge those high rollers while creating a plan that does not frustrate the struggling academic student.
Uses feedback to improve teaching effectiveness		1.0 <input type="text"/> 4.0 3.0	You are very open to suggestions. Within your career, continue to learn and change for the betterment of your students and yourself.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text"/> 4.0 3.0	Critiquing yourself is a true benefit to becoming that top notch teacher. Your self reflection helps you see what could've been changed up to create a lesson that fits to your students. In our reflection, taking away the reading time, and incorporating that bar graph into the Math lesson, were great ideas of critiquing your own lesson.

Annotated Documents

Comments on Page Content

