

Assessment Details

2.8 Slikker, Hayden

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 **ASSESSOR** [Conlon, Tom](#)

 **TYPE** Manual

 **PLACEMENT** Fall 2019 EDU 300 B1

 **TOC** n/a

 **INSTRUMENT** [EDU 300 Practicum 1 MIDTERM](#)

OVERALL COMMENT: Hayden appears to simply enjoy the overall experience of Practicum I, the teaching, the teacher, the school. She also appears to really have become a part of this school and uses words like "our" and "we" to describe her work at the school. This way of looking at things seems to have helped her to develop a certain climate and a confidence in her teaching and more importantly, the students appear to know that she cares and that it is a safe learning environment. Hayden followed the steps to an effective lesson and the students appeared to successfully reach the objective. In future lesson she will want to be aware of the time and make adjustments to the lesson to stay within the scheduled time. One needs to base time decisions, of whether to move along or slow down, based on monitoring the success of the learners.

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 concentrating on Past Tense verbs presented in a third grade classroom. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	Hayden began the lesson with a review of previous learning and conducted a quick check of understanding using the thumbs up/down method.
		3.0	

Exhibits fairness and belief that all students can learn			Hayden exhibits a fairness toward each learner and sets high expectations for them.
Structures a classroom environment that promotes student engagement			Hayden has a real "we" attitude about her and structures a positive environment. The students appeared engaged throughout the lesson with the various activities Hayden had developed.
Clearly communicates expectations for appropriate student behavior			Hayden communicated her student behavior expectations clearly before each transition activity.
Responds appropriately to student behavior			<p>Hayden used strategies such as "class,class" with a student response of "yes,yes" appropriately. She also, at one point, repeated this in order to get all the students attention.</p> <p>At another time, the classroom teacher took something away from a student during Hayden's lesson. Hayden will want to be aware of each student and make these kinds of interventions herself.</p>
Effectively teaches subject matter			Hayden included all the steps of an effective lesson and the students were successful. She incorporated technology using the Active Board giving the students a visual context and focus to the learning. She will want to make sure all students can actually see the board in these circumstances. Additionally in this lesson she might have wanted to also use the white board to assist the students in their Independent Practice.
Guides mastery of content through meaningful learning experiences			Hayden was particularly strong in the Introduction portion of the lesson including the review and the purpose of the lesson. Hayden did well also in the Guided Practice portion of the activity within the lesson.lesson. She will want to continue this type of Guided Practice as the students proceed to their Independent Practice. One will want to demonstrate for the class how to do the first problem or two. In this manner all students will understand the expectations which

			will eliminate any confusion. This will also free the teacher to further assist any student that may need extra help.
Uses multiple methods of assessment			Hayden monitored the students with the various activities she had planned and had students partner learning using a paper pencil activity. In addition she had a short worksheet she could use to assess learning.
Connects lesson goals with school curriculum and state standards			The lesson was correlated to state standards and the school curriculum.
Collaboratively designs instruction			Hayden seems to have developed a good working relationship with the classroom teacher.
Differentiates instruction for a variety of learning needs			This was a whole group activity and though the students appeared successful, it did not call for differentiation.
Uses feedback to improve teaching effectiveness			Hayden appeared to genuinely appreciate receiving feedback.
Uses self-reflection to improve teaching effectiveness			Hayden was able to accurately reflect on her teaching. The students were successful, they were engaged, and she will want to work on the time.

Annotated Documents

Comments on Page Content