University of Mary

Assessment Details

| 3.1 | Slikker, Hayden |

🕐 **SUBMITTED** 2019-12-07 00:06:00

🕐 **ASSESSED** 2019-12-10 16:05:02 ✅ **Results Seen** 2019-12-10 16:27:20

👤 **ASSESSOR** Conlon, Tom

✔️ **TYPE** Manual

🏢 **PLACEMENT** Fall 2019 EDU 300 B1

≣ **TOC** n/a

▦ **INSTRUMENT** EDU 300 Practicum 1 FINAL

OVERALL COMMENT: Hayden incorporated all the steps of an effective lesson and included teaching learning strategies such as partner learning appropriately, and most importantly, the students seemed to have successfully met the objective. This is a nice accomplishment in the Practicum I program. Hayden's next step is to look for ways to improve upon each of these. In the Mental Set portion of the lesson, she will want to make sure the students visually stay focused on the intended learning. In this lesson she might have wrote the word "Sequencing" on the board with a short meaning such as "an ordered list of events". At this third grade level she will want to actually group practice the expected desired student outcome, before going to the Independent Practice.This would ensure each student's success and would also have all students ready to start the Independent Practice at the same time. In the Closure portion of the lesson she will want to discuss the importance of the learning and when students might use the learning. Again, Hayden is to be commended for including all the steps of lesson and now is the time to begin to think about how to build upon them.

Assessed Criteria

Criterion	Description	Score			Comments
Supports student learning through developmentally appropriate instruction		1.0	3.0 ▼	4.0	This was a lesson on story sequencing presented in this third grade classroom. It appeared developmentally appropriate.
Accounts for		1.0	3.0 ▼	4.0	Hayden conducted a review of

Criterion		Rating	Comments
differences in students' prior knowledge			prior knowledge in the Mental Set portion of the lesson.
Exhibits fairness and belief that all students can learn		1.0 — 3.0 — 4.0	Hayden demonstrates a fair and respectful manner as she works with and assists each student.
Structures a classroom environment that promotes student engagement		1.0 — 3.5 — 4.0	Students appeared engaged in the learning activity and seemed energized to be able to partner learn. To alleviate confusion and expedite time, Hayden will want to explore other means of determining partners in a lesson such as this.
Clearly communicates expectations for appropriate student behavior		1.0 — 3.0 — 4.0	Hayden appeared to clearly communicate her expectations for the transition and the activity.
Responds appropriately to student behavior		1.0 — 3.0 — 4.0	The students appeared on task without much need for Hayden to redirect behaviors.
Effectively teaches subject matter		1.0 — 3.0 — 4.0	Hayden will want to be sure all students are able to read everything she posts on the board.
Guides mastery of content through meaningful learning experiences		1.0 — 3.0 — 4.0	Hayden used the Smart Board, Partner Learning,, and had a prepared work sheet type paper to enhance the expected learning.
Uses multiple methods of assessment		1.0 — 3.5 — 4.0	Hayden monitored student work as she moved throughout the room, she also used the 'thumbs up'down' method for a quick assessment of understanding, and also had the students hand in a paper pencil assessment.
Connects lesson goals with school curriculum and state standards		1.0 — 3.0 — 4.0	The lesson was correlated to state standards and the school curriculum.
Collaboratively designs instruction		1.0 — 3.0 — 4.0	Hayden appears to work well with the classroom teacher and the teacher calls her a '"good one".
		3.0	

Differentiates instruction for a variety of learning needs		1.0 ▾ 4.0	
		3.0	
Uses feedback to improve teaching effectiveness		1.0 ▾ 4.0	Hayden seemed to be very interested in receiving feedback on her teaching.
		3.0	
Uses self-reflection to improve teaching effectiveness		1.0 ▾ 4.0	Hayden's self assessment seemed quite accurate.

Annotated Documents

Comments on Page Content