



Assessment Details

SCORE: 3.4 [Warne, Joy](#)

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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: I have enjoyed your lessons this year, Joy! I hope you enjoy the remainder of your practicum teaching & the end-of-year activities. Good luck with your summer employment. I hope you get the position you are hoping for & enjoy it! C. DeGree

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 4.0	Your lesson on Figurative Speech was enjoyable & resulted in good student participation. Figurative Speech is an intermediate skill for more advanced oral & written communication. It also helps with reading comprehension & can add sparkle to reading. This is very developmentally appropriate for 5th grade students. The lesson went very well!
Accounts for differences in students' prior knowledge		1.0 4.0	Per our discussion, you thought this lesson was last taught in 4th grade. It was beneficial for you to start out with a review of various aspects of figurative speech, with use of examples. You also supplemented with visual supports by writing on the board. These features assisted with accounting for differences in student prior knowledge.
Exhibits fairness and belief that all students can learn		1.0 4.0	Students were allowed equal opportunity to participate. You prompted by asking student questions to ensure understanding. This was a comfortable & informative learning exercise for the students.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center; margin-top: 5px;"> 3.5 </div> <div style="text-align: center;">  </div>	<p>The lesson resulted in an efficient, engaging, & informative learning experience. You started with a review of figurative language in a whole group setting & then turned to their partners to share. You used the same format for the introduction of hyperbole. The class was instructed to design a preferred character out of Play-Doh, name it, & write 4 sentences with each one using a hyperbole. Each student was asked to share one of their sentence examples aloud & then given permission to take the Play-Doh home.</p>
Clearly communicates expectations for appropriate student behavior		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center; margin-top: 5px;"> 3.5 </div> <div style="text-align: center;">  </div>	<p>Expectations for behavior & instructions for activities were repeated & followed very well.</p>
Responds appropriately to student behavior		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center; margin-top: 5px;"> 3.5 </div> <div style="text-align: center;">  </div>	<p>Student behavior was exceptional & followed teacher instructions very well.</p>
Effectively teaches subject matter		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center; margin-top: 5px;"> 3.5 </div> <div style="text-align: center;">  </div>	<p>Taken from Standard 3 above: The lesson resulted in an efficient, engaging, & informative learning experience. You started with a review of figurative language in a whole group setting & then turned to their partners to share. You used the same format for the introduction of hyperbole. The class was instructed to design a preferred character out of Play-Doh, name it, & write 4 sentences with each one using a hyperbole. Each student was asked to share one of their sentence examples aloud & then given permission to take the Play-Doh home.</p>
Guides mastery of content through meaningful learning experiences		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center; margin-top: 5px;"> 3.5 </div> <div style="text-align: center;">  </div>	<p>See above comments.</p>

Criterion	Description	Score	Comments
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	Formative assessment included student responses & questions. Aspects of the formative assessment could also be used summatively. For example, the project & the 4 constructed sentences written in their Reading notebooks would provide evidence for student understanding of the lesson.
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 comments above.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.5"/> 4.0	<p>Taken from Standard 1 above: Per our discussion, you thought this lesson was last taught in 4th grade. It was beneficial for you to start out with a review of various aspects of figurative speech, with use of examples. You also supplemented with visual supports by writing on the board. These features assisted with accounting for differences in student prior knowledge.</p> <p>A plan for differentiation is indicated in the lesson plan. For example, for below proficiency students, they would be provided with starter words, while above proficiency students would be challenged by having them write more hyperboles.</p>
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	I enjoyed our feedback session. You were open to consider possible additions or changes. I specifically thought students could have shared more than one hyperbole. This could possibly be accomplished by sharing in their small groups or at the end of the day, as time would permit. The students put in a lot of effort & were very enthusiastic about the lesson, so I would have enjoyed hearing more & they may have enjoyed sharing more,

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	You thought the lesson could have been improved by giving a more animated introduction on your part. I think, however, that the lesson was enjoyable & went well. The students seemed to learn from it. As the expression goes, "the proof of the pudding is in the tasting!" Please accept my figurative observation!!! :-)

Annotated Documents

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