

Assessment Details

2.8 Gotcher, Angela


 SUBMITTED 2019-04-01 00:05:04

 ASSESSED 2019-04-02 22:09:14 

Results Seen 2019-04-03 07:09:16

 ASSESSOR [Erling, Morgan \(external\)](#)

 TYPE Manual

 PLACEMENT Elementary Education
Practicum I SPRING 2019

 TOC n/a

 INSTRUMENT [Practicum 1 EDU 300 FINAL
Evaluation Rubric](#)

OVERALL COMMENT: Angela taught great lessons and the students were attentive to her teaching. She has a very soft voice when teaching which can make the start of a lesson difficult. We talked about some attention getters that might help her gain the class's attention prior to beginning teaching to make sure that the students do not miss the beginning of a lesson. Once she gets the students attention, the students know they have to tune in to her quiet voice so that they can hear her. The length and depth of a lesson can be difficult for Angela as she doesn't know the exact level, expectations, and prior knowledge of a first grader when she doesn't have long in the classroom! This is completely understandable as a practicum student and can be trial/error with any new teacher! The students responded well to Angela's gentle demeanor and respected her as

the teacher. She formed positive relationships with my students and was able to connect with them when she could. They loved having her join our class!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	Communicate your expectations before beginning a lesson and make sure that you stop if you need to because students are interrupting or disengaging themselves.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	Make sure that if you redirect a student behavior or remind a student to make a better choice that you hold the student accountable.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content