

GRADE: % [Mund, Marisa](#)

- **SUBMITTED** 2019-11-30 00:19:10
- **ASSESSED** 2019-12-03 15:31:50 **Results Seen** 2019-12-04 23:00:08
- **ASSESSOR** [Miller, Loni](#)
- **TYPE** Manual
- **PLACEMENT** Fall 2019 EDU 400 B2
- **TOC** n/a
- **INSTRUMENT** [EDU 400 Practicum 2 FINAL](#)

OVERALL COMMENT: *None*

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 3.0 4.0	Guiding students through topic; students talked to peers about adjectives that described each other. Thinking ahead, how do you know where the students are starting?
Accounts for differences in students' prior knowledge		1.0 3.0 4.0	Your lesson started with a review of the word adjective and students came and wrote adjectives for happy on the board. If students do not have the right word, do not allow them to write it on the board (happy and excellent are not synonyms).

Criterion	Description	Score	Comments
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	Focus on how diversity enhances your classroom instruction (when interviewing).
Exhibits fairness and belief that all students can learn		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	
Creates a safe and respectful environment for learners		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	You have a very kind and respectful demeanor with the students. Great work at giving positive reinforcement.
Structures a classroom environment that promotes student engagement		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	Be careful when writing on the board to not to turn your back to the class. What tool will the students have to use when you erase the board?
Clearly communicates expectations for		1.0	The students participated in turn and talks, as well as whole group instruction. What

Criterion	Description	Score	Comments
appropriate student behavior		<p style="text-align: center;">3.0</p> <p style="text-align: center;">4.0</p>	<p>was the expectation for their behavior? When students are raising their hands, do they need to also shout?</p>
Responds appropriately to student behavior		<p style="text-align: center;">1.0</p> <p style="text-align: center;">3.0</p> <p style="text-align: center;">4.0</p>	<p>Be sure all students are focused on the lesson. The class was very active and talkative. One student was reading a book and eating his snack. At these times, you need to regain control of the classroom. Call everyone's attention to you and tell them the expectation for learning.</p>
Effectively teaches subject matter		<p style="text-align: center;">1.0</p> <p style="text-align: center;">3.0</p> <p style="text-align: center;">4.0</p>	<p>The 3-day lesson plan effectively teaches the objective. Through our discussion, you were able to articulate the goals of the lesson. Moving forward, be sure to share the goals with the students (adding the standard to the worksheet, etc.).</p>
Guides mastery of content through meaningful learning experiences		<p style="text-align: center;">1.0</p> <p style="text-align: center;">3.0</p> <p style="text-align: center;">4.0</p>	

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		<p>1.0</p> <p style="text-align: center;">3.0</p> <p>4.0</p>	Through our discussion, you articulated the 3-day plan for students to master character traits and the use of adjectives.
Designs activities where students engage with subject matter from a variety of perspectives		<p>1.0</p> <p style="text-align: center;">3.0</p> <p>4.0</p>	You gave examples on how to analyze early people (social studies), inferring in science or in any text.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		<p>1.0</p> <p style="text-align: center;">3.0</p> <p>4.0</p>	In the 3-day plan, there is critical thinking. However, today's lesson was a review.
Uses multiple methods of assessment		<p>1.0</p> <p style="text-align: center;">3.0</p> <p>4.0</p>	Have a rubric to assess the final paragraph. We discussed how to use the rubric with your students while creating an example.

Criterion	Description	Score	Comments
Connects lesson goals with school curriculum and state standards		<p>1.0</p> <p>3.0</p> <p>4.0</p>	
Adjusts instructional plans to meet students' needs		<p>1.0</p> <p>3.0</p> <p>4.0</p>	<p>Discussed with practicum teacher the need for additional instruction on adjectives. A previous lesson gauged the need for more work. Think about ways to collect formative data on student learning.</p>
Varies instructional strategies to engage learners		<p>1.0</p> <p>3.0</p> <p>4.0</p>	
Differentiates instruction for a variety of learning needs		<p>1.0</p> <p>n/a</p> <p>4.0</p>	

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		<p>1.0</p> <p>3.5</p> <p>4.0</p>	
Uses self-reflection to improve teaching effectiveness		<p>1.0</p> <p>3.5</p> <p>4.0</p>	
Upholds legal responsibilities as a professional educator		<p>1.0</p> <p>3.5</p> <p>4.0</p>	