

### 3.1 [Mund, Marisa](#)

- **SUBMITTED** 2019-09-21 00:08:50
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- **ASSESSOR** [Conlon, Tom](#)
- **TYPE** Manual
- **PLACEMENT** Fall 2019 EDU 400 B2
- **TOC** n/a
- **INSTRUMENT** [Practicum 2 EDU 400 MIDTERM Evaluation Rubric](#)

**OVERALL COMMENT:** Marisa presents herself in a confident, positive manner. One can gain confidence in oneself when they plan well and have all materials and activities prepared and ready as Marisa did with this lesson on mapping. The lesson included all the steps to an effective lesson from an Introduction and Review, sharing the Objective, teacher Input, and Guided and Independent Practice. Marisa did not have a Closure planned but demonstrated her flexibility by adjusting her instruction to include a Closure when the teacher reminded her. Each part of a lesson is equally important to a lesson, the Closure wraps up the learning and allows for extension of learning for the students. It is a review of what was learned, and answers questions for students such as, why this was important, when will they use it, etc.

#### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <b>3.0</b> 4.0	The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0	Marisa included a review of previous learning before proceeding into the lesson.

Criterion	Description	Score	Comments
		<p style="text-align: center;"><b>3.0</b></p> <p style="text-align: center;">4.0</p>	
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		<p style="text-align: center;">1.0</p> <p style="text-align: center;"><b>3.0</b></p> <p style="text-align: center;">4.0</p>	
Exhibits fairness and belief that all students can learn		<p style="text-align: center;">1.0</p> <p style="text-align: center;"><b>3.5</b></p> <p style="text-align: center;">4.0</p>	Marisa exhibits a fairness toward each student with a belief all students can learn. In addition, she planned to assess learning specifically to the objective and was not necessarily concerned about the art work involved in the assignment.
Creates a safe and respectful environment for learners		<p style="text-align: center;">1.0</p> <p style="text-align: center;"><b>3.5</b></p> <p style="text-align: center;">4.0</p>	Marisa is positive in her approach to the students and with that the students appeared to feel safe to try their best

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <b>3.5</b> 4.0	Students seemed attentive and engaged throughout the lesson.
Clearly communicates expectations for appropriate student behavior		1.0 <b>3.0</b> 4.0	Though the students seemed to understand the behavior expectations in this classroom, Marisa will want to be clear and concise in giving directions. She will also want to consider posting the steps to completing the assigned work to include where the students should place their work upon completion. We also discussed how this is an important time in her training toward becoming a teacher, and that she will want to begin thinking of how she might manage her own classroom and use this time to think about what she believes will work best for her students and for her.
Responds appropriately to student behavior		1.0 <b>3.0</b> 4.0	Students appeared engaged in the lesson and I did not see anyone that needed to be redirected.

Criterion	Description	Score	Comments
Effectively teaches subject matter		1.0 <b>3.0</b> 4.0	See Overall Comments below.
Guides mastery of content through meaningful learning experiences		1.0 <b>3.0</b> 4.0	Marisa is to be commended for using proper mapping vocabulary within this lesson. She will want to take that one step further by posting those vocabulary words as a visual focus for the students.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <b>3.5</b> 4.0	
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <b>3.0</b> 4.0	Students seemed to readily engage in the activity and appeared successful.

Criterion	Description	Score	Comments
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <b>3.0</b> 4.0	This was a whole group lesson with some independent practice.
Uses multiple methods of assessment		1.0 <b>3.5</b> 4.0	Marisa monitored discussion in the whole group presentation, moved throughout the room supporting and monitoring student work, and had a paper pencil activity that Marisa would use as an assessment.
Connects lesson goals with school curriculum and state standards		1.0 <b>3.0</b> 4.0	The lesson was correlated to state state standards and the school curriculum.
Adjusts instructional plans to meet students' needs		1.0 <b>3.0</b> 4.0	

Criterion	Description	Score	Comments
Varies instructional strategies to engage learners		1.0 <b>3.0</b> 4.0	Marisa had the students draw maps in their heads on imaginary maps, then she led them through a presentation about parts of a map, followed by them actually drawing their own map.
Differentiates instruction for a variety of learning needs		1.0 <b>3.0</b> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <b>3.0</b> 4.0	Marisa appeared genuinely interested and receptive to receive feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <b>3.0</b> 4.0	Marisa recognized the effectiveness of this lesson.

Criterion	Description	Score	Comments
Upholds legal responsibilities as a professional educator		1.0 <b>3.0</b> 4.0	