



# Assessment Details

**SCORE: 2.7** [Smith, Courtney](#)

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**ASSESSOR** [Hager, Sheila](#)

**TYPE** Manual

**PLACEMENT** Fall 2021 EDU 400 B2

**TOC** n/a










**INSTRUMENT** [EDU 400 Practicum 2 MIDTERM](#)

**OVERALL COMMENT:** Courtney, it was my delight to come in today and observe you during your social studies lesson. Your positivity and respect showed to all students. I always feel that respect earns respect back. You have a good start on creating that lesson, hopefully after our reflection, you picked up some new ideas of how to add to your lessons. I look forward to visiting with you next December.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	When developing your lessons, you always need to ask yourself if you are on grade level. Good job!
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	As we discussed, if you begin your lessons with a quick 'review' of previous lessons, you get an understanding of where your students knowledge is on that standard .... it also helps guide your lesson.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	You were very positive in your presentation and your answers to students. I truly liked your group way of answering questions, where everyone needed to know the answer, showing the students your belief in all students.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="2.5"/> 4.0	When playing a game, you need to always go over the 'safety' of movement within the group and/or classroom. Review, review, review the rules.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Teach a student with hand's on activities, and they will learn so much more. Good job incorporating your game to do this.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	Before any class begins, especially with a game, go over what the classroom should 'sound' like and 'look' like. If need to, you stop the discussion and review again.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	As discussed in reflection, always take the 'teachable' moment and go over a student's behavior, for instance, talking to the class about the one student who felt left out.
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	Game was good .... but your lesson needed some 'meat' to it: grabber, closure, why are they playing the game/ discussion on what they read. When playing a game, there still needs to be some teaching done before/after to connect it all together.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0	Game was good .... did they know why they were playing the game?
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="2.5"/> 4.0	How could've you taken just a moment to relate the explorers of long ago to today's explorers? Would've been quite the discussion, right?
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	Variety is the key ....

Criterion	Description	Score	Comments
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0  4.0	You did this well within your game, where you had easier and more difficult questions. How about adding some 'why' questions, based on information they found in book?
Uses multiple methods of assessment		1.0  4.0	Your game was definitely a way of assessment but how could've you assessed each student? Perhaps giving a question at the end, and having them write the answer on a sticky note to give to you as they leave the room. (just another quick way to assess students.)
Connects lesson goals with school curriculum and state standards		1.0  4.0	You had 2 standards going and I felt the 2nd standard was covered. Throughout your teaching career, all of your lesson planning will be based off the standard at hand.
Adjusts instructional plans to meet students' needs		1.0  4.0	Hard to judge this, for you are just getting to know your students; but it definitely comes into play when you have your own classroom.
Varies instructional strategies to engage learners		1.0  4.0	Even though technology is not a comfort for you, it opens up the world right at your finger tips. Take a class, continue to ask questions, challenge yourself to learn one new technology strategy per day, or per week.
Differentiates instruction for a variety of learning needs		1.0  4.0	Differentiation: as we discussed, how can you challenge those high rollers within your classroom?
Uses feedback to improve teaching effectiveness		1.0  4.0	You were very open to any suggestions ... grab any thoughts/ideas and use what is best for your students and you.
Uses self-reflection to improve teaching effectiveness		1.0  4.0	This will become a mainstay in your daily teaching: what were the pros and cons of my lesson? How can I make it better for my students' needs and my comfort zone? The more honest you are about the lesson, the higher level of teaching you will achieve.
Upholds legal responsibilities as a professional educator		1.0  4.0	As an educator, you will always be held to high standards of professionalism, not just within the building, but out in society as well.

# Annotated Documents

## Comments on Page Content