



## Assessment Details

**SCORE: 3.7** Tulipana, Audra

**SUBMITTED** 2022-11-24 00:00:51

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**ASSESSOR** Podhradsky, Alison

**TYPE** Manual

**PLACEMENT** EDU 400 Fall 2022

**TOC** n/a

**INSTRUMENT** EDU 400 Practicum 2 FINAL

**OVERALL COMMENT:** Audra,

Any classroom and school will be so lucky to have you. You show a great balance of control and kindness. You are gaining confidence and it shows. You will do great things.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	The lesson topic was 2nd grade appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	You could use more questioning at the beginning of the lesson to access student's prior knowledge.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.5"/> 4.0	You took time to check in on students. I can tell by your approach that you understand which students may need a little more guidance.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text"/> 4.0	You gave many students the opportunity to answer questions. Even when a student gave an incorrect answer you allowed them the opportunity to try again.
Creates a safe and respectful environment for learners		1.0 <input type="text"/> 4.0	The students gave your great respect. This shows that you have also given them respect throughout your time here. They were open to answering questions which shows they are comfortable.
Structures a classroom environment that promotes student engagement		1.0 <input type="text"/> 4.0	The students were very engaged during the first video and during whole group. You can tell this is a routine they have become accustomed to.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text"/> 4.0	Before going to caret gave clear expectations before saying go. During transition gave more expectations. Call back on instructions.
Responds appropriately to student behavior		1.0 <input type="text"/> 4.0	When walking around the room you were able to check in on students and students continue to be more focused.
Effectively teaches subject matter		1.0 <input type="text"/> 4.0	Great job brining in the content vocabulary. This is a great strategy.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text"/> 4.0	Great whole group work. Bringing in some independent work with white boards could expand this lesson. Giving you the opportunity to do a quick assessment on the students' understanding. Some students will never raise their hand to answer in a whole group setting, providing them whiteboards may give them an oppportunity to answer.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text"/> 4.0	Students were engaged, adding in the concept of relating it to items they may see out in the world. For example: Asking students what items they can see around the classroom that are that shape, or if they know of anything that resembles the shapes.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text"/> 4.0	Used the video and whole group with teacher-led screen.
Uses relevant content to engage learners in innovative thinking &		1.0 <input type="text"/> 4.0	Students were engaged during the whole group. Providing students the opportunity to complete one or two practice problems on their own and turn and share with a partner will give you the opportunity to walk around

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collaborative problem solving			and listen and for the students to use their own thinking rather than fully teacher-led. Having students work in small groups to find an answer and allowing share out for correction would give the opportunity for students to work collaboratively.
Uses multiple methods of assessment		1.0 <input type="text"/> 4.0	Uses questioning and curriculum worksheet.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text"/> 4.0	Shows essential question at the beginning of the lesson.
Adjusts instructional plans to meet students' needs		1.0 <input type="text"/> 4.0	Addition of shape ties for hands on aspect.
Varies instructional strategies to engage learners		1.0 <input type="text"/> 4.0	Use of videos and whole-group teaching. Bringing students to the carpet during the video gives a good little movement break in between work.
Differentiates instruction for a variety of learning needs		1.0 <input type="text"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text"/> 4.0	Great reflections throughout your practicum experience.
Upholds legal responsibilities as a professional educator		1.0 <input type="text"/> 4.0	Dresses appropriately and acts professionally within the classroom.

Annotated Documents

Comments on Page Content

