

# Assessment Details

**SCORE: 3.3** [Brydl, Rebecca](#)

**SUBMITTED** 2021-11-24 00:01:48

**ASSESSED** 2021-12-01 15:02:43 **Results**  
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**ASSESSOR** [Miller, Loni](#)

**TYPE** Manual

**PLACEMENT** Fall 2021 EDU 400 B2







**TOC** n/a

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

**OVERALL COMMENT:** Great work, Rebecca! It has been a joy watching you grow this semester. I am excited to see all the amazing things you will accomplish in your career.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Consider moving through the helpers a bit faster - after about the 5th helper, students were getting a bit squirrely (or think about ways to have students working with you - deeper than raising hands to answer questions - maybe a protocol? or could you have the students match a task with each helper?)
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Connected to a previous lesson on firefighters Students used their schema to fill in the anchor chart
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.5"/> 4.0	It is clear you are understanding the needs of your students - well done!
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		 1.0 <input type="text" value="3.5"/> 4.0	
Structures a classroom environment that promotes student engagement		 1.0 <input type="text" value="3.0"/> 4.0	Turn and talk Anchor chart visual Picture and writing opportunity
Clearly communicates expectations for appropriate student behavior		 1.0 <input type="text" value="3.5"/> 4.0	
Responds appropriately to student behavior		 1.0 <input type="text" value="3.5"/> 4.0	Good job waiting for students to be ready to learn You have a kind and firm voice when responding to students.
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	<p>I do - Reminder of previous knowledge on a community (consider bringing in a map or picture to help students understand what it looks like)</p> <p>We do- filled out community helpers (consider using a choral response or a sentence starter - this will help with time management and keep students on track).            Created a community helper graph as a class (good quick review of what you need on a graph)</p> <p>You do - Students independently drew a picture and wrote a sentence about their choice. Consider having an example done for them (perhaps adding a sentence starter). Good job reminding them to use the anchor chart to assist them. Consider using a timer to help students realize how long they have to draw. Consider writing out the community helper names (the pictures were great, but students need a bit more help when writing it on their own).</p>

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		<p style="text-align: center;">3.5</p> <p>1.0 <input type="text" value="3.5"/> 4.0</p>	Consider "facetimeing" or inviting some of these professionals into the classroom - it is a great way to make connections to the community.
Designs activities where students engage with subject matter from a variety of perspectives		<p style="text-align: center;">3.5</p> <p>1.0 <input type="text" value="3.5"/> 4.0</p>	Great connection between math, social studies, and writing.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	Turn and talks - then whole group share
Uses multiple methods of assessment		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	Very nicely done!
Connects lesson goals with school curriculum and state standards		<p style="text-align: center;">3.5</p> <p>1.0 <input type="text" value="3.5"/> 4.0</p>	Great connection between social studies, writing, and math. Well-done!
Adjusts instructional plans to meet students' needs		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	
Varies instructional strategies to engage learners		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	Started at the carpet - used a visual with pictures
Differentiates instruction for a variety of learning needs		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	This was a whole group lesson, but you offered individual assistance to each child.
Uses feedback to improve teaching effectiveness		<p style="text-align: center;">3.5</p> <p>1.0 <input type="text" value="3.5"/> 4.0</p>	

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		<div style="text-align: center;"> <span style="margin-right: 20px;">1.0</span> <span style="margin-right: 20px;">3.5</span> <span>4.0</span> </div> <input style="width: 100px; height: 20px; border: 1px solid black; margin: 5px auto;" type="text"/>	
Upholds legal responsibilities as a professional educator		<div style="text-align: center;"> <span style="margin-right: 20px;">1.0</span> <span style="margin-right: 20px;">3.5</span> <span>4.0</span> </div> <input style="width: 100px; height: 20px; border: 1px solid black; margin: 5px auto;" type="text"/>	

Annotated Documents

Comments on Page Content