



## Assessment Details

**SCORE: 3.0** Cabral, Austin

SUBMITTED 2021-10-04 00:00:46

ASSESSED 2021-10-05 21:32:29

Results Seen 2021-10-20 14:26:28

ASSESSOR Hager, Sheila

TYPE Manual

PLACEMENT Fall 2021 EDU 400 B2

TOC n/a

INSTRUMENT EDU 400 Practicum 2  
MIDTERM

**OVERALL COMMENT:** Austin, I enjoyed my time within your classroom today. You are an invigorating educator: full of positivity, energy and the desire to see your students succeed. Use the rest of your week trying different techniques in your lessons to give them variety, trying to differentiate, and working on time management. I look forward to our next visit.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Grade level appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	Using your visual slides to access their prior knowledge helps you decide where to continue within your lesson. good job!
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	Once you know your students, within a classroom, it is so beneficial to blend their ethnic backgrounds into your lessons.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	Positivity goes a long way within a classroom and you show that attribute.
Creates a safe and respectful		1.0 <input type="text" value="3.5"/> 4.0	Being respectful earns respect in return. Good job on being

Criterion	Description	Score	Comments
environment for learners			respectful to all of your students.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	The students should always have a clear vision of what the expectations within your classroom are. What should the activity level 'look' like and 'sound' like.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	Lightning 5 is a great way to pull students back to attention but if it is overused, the students will tune you out. Change it up and also, remember, after you have used it to get their attention to a specific level, STOP, WAIT, until you get desired behavior. If needed, repeat, reteach, then go on.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Great discussion on lesson plans. Totally agree that a teacher needs to think on their feet and go with the feel of the classroom. But at all time, remember to keep focused on the standard at hand. Your closure was great but make sure you have their attention before you deliver that closure.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0	Before beginning any activity, make sure students know the 'why' of doing that activity.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.5"/> 4.0	Using California/ND climate slides was a perfect way to connect the lesson to their every day life, along with discussing sunburns. The more you can relate the lesson to your students, the more they will remember topic.
Designs activities where students engage with subject matter from a variety		1.0 <input type="text" value="3.0"/> 4.0	While comprising your lesson, make sure to use all senses so you are reaching out to all students' learning ways: tactile,

Criterion	Description	Score	Comments
of perspectives		2.5	auditory and visual.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="2.5"/> 4.0	Challenge: incorporate into your lesson challenging questions to broaden the students' thinking skills. Incorporate the 'why' to get them thinking out of the box.
Uses multiple methods of assessment		1.0 <input type="text" value="2.0"/> 4.0	When finishing up your lesson plan, always zero in on: what is being assessed and how am I doing that?
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on!
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.5"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	Plain and simple: variety is the key.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.0"/> 4.0	What can you add to your lesson plan to challenge your higher and/or lower academic students?
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	You were so open to all suggestions.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 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 <input type="text" value="3.0"/> 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

