



# Assessment Details

**SCORE: 2.1** [Wanzek, Kyla](#)

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**ASSESSOR** [Miller, Loni](#)

**TYPE** Manual

**PLACEMENT** EDU 400 Spring 2021

**TOC** n/a

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

**OVERALL COMMENT:** Kyla - very well-done. You are in a great spot for a block 2 student. I am so excited to watch you teach in March, where you will apply even more learning. Great work!

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.0"/> 4.0	Started with a statement of what they are learning. Used a picture as a visual, asked what do they see
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	Students had access to engaging pictures on farming in 2020
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="2.0"/> 4.0	Good supports (visuals) to ensure all understood what a farm is
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="2.0"/> 4.0	All students were expected to complete the same task
Creates a safe and respectful environment for learners		1.0 <input type="text" value="2.0"/> 4.0	You are very kind to all students.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.0"/> 4.0	Utilized turn and talk - how are/can you make students accountable during turn and talk?
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	<p>It is clear you are following the practicum teacher's plan. Remember to remind students what behavior is expected (voice level, raise hands, etc).</p> <p>Good use of the countdown to bring students back to the whole group</p> <p>When sending students off to work, you will want to remind them of their voice level.</p>
Responds appropriately to student behavior		1.0 <input type="text" value="2.0"/> 4.0	<p>Good movement around the classroom for turn and talk time</p> <p>It was clear students think of you as a teacher - they were respectful and responded to your requests. You will want to discuss how the practicum teacher got them to this level of behavior expectations - it is great!</p>
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	<p>You have a great initial lesson plan for a block two student. Remember to include all handouts when you hand them to the supervisor.</p> <p>Started with a picture and discussion</p> <p>Moved to the textbook (with visuals on PowerPoint)</p> <p>Performed "act-it-outs" - this was a previously taught activity, the students understood what they were doing</p>
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.0"/> 4.0	<p>I do - textbook</p> <p>We do - demonstrated with a student the expectations of the interview</p> <p>You do - Students worked on their act-it-outs</p> <p>How did you know students were ready to move on in their scaffolding?</p> <p>Could you have students read the text independently?</p>
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="2.0"/> 4.0	Why did students need to know about farming in the Midwest? Be creative here - what makes the students get excited about learning?
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.0"/> 4.0	Students also created a graph as a group - great use of the projector

Criterion	Description	Score	Comments
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		2.0 1.0 <input type="text" value="2.0"/> 4.0	Used turn and talks
Uses multiple methods of assessment		2.0 1.0 <input type="text" value="2.0"/> 4.0	More detail is needed in your plan for assessment. What is the grading criteria students need to demonstrate for proficiency? Remember to ask the practicum teacher what the summative assessment is for the standard (to include in your lesson plan).
Connects lesson goals with school curriculum and state standards		2.5 1.0 <input type="text" value="2.5"/> 4.0	
Adjusts instructional plans to meet students' needs		1.5 1.0 <input type="text" value="1.5"/> 4.0	What data did you use to create the lesson?
Varies instructional strategies to engage learners		2.0 1.0 <input type="text" value="2.0"/> 4.0	Teacher-led discussion, the teacher read textbook Students interviewed each other through the eyes of a character
Differentiates instruction for a variety of learning needs		2.5 1.0 <input type="text" value="2.5"/> 4.0	Your lesson offered many supports for all learners. How did you make these choices? How can you make the differentiation even more individualized?
Uses feedback to improve teaching effectiveness		2.5 1.0 <input type="text" value="2.5"/> 4.0	
Uses self-reflection to improve teaching effectiveness		2.5 1.0 <input type="text" value="2.5"/> 4.0	
Upholds legal responsibilities as a professional educator		2.5 1.0 <input type="text" value="2.5"/> 4.0	Thank you for your continued professional interactions. Great work!

Annotated Documents

Comments on Page Content

