



# Assessment Details

**SCORE: 2.9** Neff, Lisa

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**TYPE** Manual

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**PLACEMENT** EDU 400 Spring 2021

**ASSESSOR** Miller, Loni






**TOC** n/a

**INSTRUMENT** EDU 400 Practicum 2 FINAL

**OVERALL COMMENT:** Nice work today, Lisa. Keep refining your lesson plans to include all the learning supports you provide for your students. Keep up the great work!

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Connected learning to the previous lessons. Do students have learning supports they could use (or you could reference) to help them transition to social studies learning? Instead of saying "remember what we learned earlier this week."
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		<div style="text-align: center;">                     3.0                        1.0 4.0                 </div>	You are very kind to the students.
Structures a classroom environment that promotes student engagement		<div style="text-align: center;">                     3.0                        1.0 4.0                 </div>	
Clearly communicates expectations for appropriate student behavior		<div style="text-align: center;">                     3.0                        1.0 4.0                 </div>	"Find your chairs" "___ fix your mask" "hands are still" "eyes on me" "listening to the words"
Responds appropriately to student behavior		<div style="text-align: center;">                     3.0                        1.0 4.0                 </div>	
Effectively teaches subject matter		<div style="text-align: center;">                     2.0                        1.0 4.0                 </div>	Started with having students tell about the landforms they learned during a previous lesson. First graders need to see the words for landforms. The book was a good idea, but you need to be more specific about what you want students to learn through the use of the book. You did a lot of the talking during the lesson - how can you engage students?

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		<div style="text-align: center;">2.0</div> <div style="display: flex; justify-content: space-between;"> <span>1.0</span> <input style="width: 100px; border: 1px solid black;" type="text"/> <span>4.0</span> </div>	<p>I do- Read a book about landforms. Students sat at their desks - consider how students will see the pictures of the book. Perhaps moving closer to you or projecting on the board would be helpful. Pointed out words that described landforms that they should have written down.</p> <p>We do-</p> <p>You do- Matching game</p> <p>Your objective states: By the end of the lesson, students will be able to identify and remember Earth's geographical landforms including islands, mountains, plains, hills, rivers, lakes, and deserts by looking at different ones and identifying that they are different. However, you did not teach all the landforms. What makes the landforms unique?? How do students identify the landforms? If this is an activity that reviews previously taught information, you still need to draw student's attention to what traits each landform has.</p> <p>When you submit a lesson plan for evaluation, it has to have much more detail.</p>
Connects core content to relevant, real-life experiences and learning tasks		<div style="text-align: center;">3.0</div> <div style="display: flex; justify-content: space-between;"> <span>1.0</span> <input style="width: 100px; border: 1px solid black;" type="text"/> <span>4.0</span> </div>	
Designs activities where students engage with subject matter from a variety of perspectives		<div style="text-align: center;">3.0</div> <div style="display: flex; justify-content: space-between;"> <span>1.0</span> <input style="width: 100px; border: 1px solid black;" type="text"/> <span>4.0</span> </div>	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		<div style="text-align: center;">3.0</div> <div style="display: flex; justify-content: space-between;"> <span>1.0</span> <input style="width: 100px; border: 1px solid black;" type="text"/> <span>4.0</span> </div>	
Uses multiple methods of assessment		<div style="text-align: center;">2.5</div> <div style="display: flex; justify-content: space-between;"> <span>1.0</span> <input style="width: 100px; border: 1px solid black;" type="text"/> <span>4.0</span> </div>	<p>You used an "entrance slip" but it isn't clear how this drove your instruction. You need to include what you are looking for in your lesson plan.</p>

Criterion	Description	Score	Comments
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.5"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="2.5"/> 4.0	The first email I received for your scheduling was on Friday, March 19. It was due Wednesday, March 17.

Annotated Documents

Comments on Page Content