



# Assessment Details

**GRADE: %** 2.0 **Davis, Claire**

**SUBMITTED** 2020-02-06 00:20:05

**ASSESSED** 2020-02-21 10:47:27 **Results Seen** 2020-02-24 09:24:15

**ASSESSOR** [Currie, Kevin \(external\)](#)

**TYPE** Manual

**PLACEMENT** Spring 2020 EDU 400 B2






**TOC** n/a

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

**OVERALL COMMENT:** Miss Davis was professionally dressed and ready to teach her lesson on time. She had a very respectful demeanor with the students. Good use of the technology available in the classroom.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> <span style="margin-right: 20px;">1.0</span> <span style="margin-left: 20px;">4.0</span> </div> <div style="text-align: center;"> <span style="margin-right: 20px;">2.0</span> </div> <input style="width: 100px; height: 20px; border: 1px solid gray;" type="text"/>	Miss Davis had designed a Social Studies lesson for a second grade classroom. The students were asked to share responses, follow a text and complete an individual activity.
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> <span style="margin-right: 20px;">1.0</span> <span style="margin-left: 20px;">4.0</span> </div> <div style="text-align: center;"> <span style="margin-right: 20px;">2.0</span> </div> <input style="width: 100px; height: 20px; border: 1px solid gray;" type="text"/>	Miss Davis referenced a lesson that the students had previously learned about Martin Luther King Jr. and Helen Keller. She used this to begin her lesson on people making significant changes in history.
Uses knowledge of students'		<div style="text-align: center;"> <span style="margin-right: 20px;">1.0</span> <span style="margin-left: 20px;">4.0</span> </div> <div style="text-align: center;"> <span style="margin-right: 20px;">1.5</span> </div> <input style="width: 100px; height: 20px; border: 1px solid gray;" type="text"/>	Miss Davis stated that she still wants to get to know some of the

<p>socioeconomic, cultural and ethnic differences to meet learning needs</p>			<p>students better and build those relationships with those students.</p>
<p>Exhibits fairness and belief that all students can learn</p>		<p>1.0  4.0</p>	<p>All students were engaged in the whole group discussion. Each student was given the Scholastic News hard copy to follow along while the articles were read aloud to them. Miss Davis was aware that the same students kept volunteering to share, so she called on students who weren't volunteering to ensure their engagement in the lesson.</p>
<p>Creates a safe and respectful environment for learners</p>		<p>1.0  4.0</p>	<p>The interaction between Miss Davis and the students was very respectful. She was very complimentary to the students when they were engaged in the whole group discussion.</p>
<p>Structures a classroom environment that promotes student engagement</p>		<p>1.0  4.0</p>	<p>The students engaged in a whole group conversation to begin the lesson. Following the whole group discussion, the students watched a video about how kids can make a change in their community. The students followed along with the text while it was read aloud.</p>
<p>Clearly communicates expectations for appropriate student behavior</p>		<p>1.0  4.0</p>	<p>The students were transitioning from their morning work into Miss Davis' lesson. The transitions that occurred during the lesson were smooth. A few students were lying down during the lesson, Miss Davis asked them to sit up and follow along.</p>
<p>Responds appropriately to student behavior</p>		<p>1.0  4.0</p>	<p>Miss Davis monitored the students during the video portion of the lesson. She respectfully redirected to students who weren't paying attention during the video. Two students were arguing during the lesson and Miss Davis addressed the issue while continuing to effectively teach the lesson. Eventually, one of the students was moved to a different part of the classroom so that both students</p>

			could focus on the lesson. Miss Davis had to address a myriad of student behaviors during her lesson; she did so in a very firm and respectful way.
Effectively teaches subject matter			Miss Davis had the students gather on the carpet in the front of the classroom for a whole group discussion. The students watched a video and read through a text after which they were asked for verbal responses. The students completed a summary sheet following the lesson.
Guides mastery of content through meaningful learning experiences			Miss Davis had the students engage in a multitude of meaningful learning activities during her lesson.
Connects core content to relevant, real-life experiences and learning tasks			Miss Davis had the students learning about ways to make a difference/make changes in their community.
Designs activities where students engage with subject matter from a variety of perspectives			The students were engaged in full group discussion, read aloud, and followup individual worksheet.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving			The students were asked how they could make changes in their community.
Uses multiple methods of assessment			Miss Davis used informal assessment during her questioning of the students. She had the students complete a summary sheet following the lesson that could be used as a formative assessment.
Connects lesson goals with			Miss Davis was teaching a Social Studies lesson with a focus on how

<p>school curriculum and state standards</p>			<p>individuals and groups made significant historical changes. She also utilized Scholastic News and its website as the guide for her lesson.</p>
<p>Adjusts instructional plans to meet students' needs</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Davis had differentiation concepts listed in her lesson plan. Miss Davis worked with students individually who needed additional help.</p>
<p>Varies instructional strategies to engage learners</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Davis had the students engage in whole group discussion, read aloud/follow along with a text</p>
<p>Differentiates instruction for a variety of learning needs</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>The students engaged in whole group discussions regarding the topic. Miss Davis provided the students with hard copies of the text while it was read aloud providing auditory, visual and tactile learning needs.</p>
<p>Uses feedback to improve teaching effectiveness</p>		<p>1.0 <input type="text" value="1.5"/> 4.0</p>	<p>Miss Davis will use information attained in her conversations with her cooperating teacher and previous experiences to improve her teaching effectiveness.</p>
<p>Uses self-reflection to improve teaching effectiveness</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Davis had reflections from her first week lessons completed and included in her binder.</p>
<p>Upholds legal responsibilities as a professional educator</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Davis created a safe and respectful learning environment. I suggested to Miss Davis to attain copies of the school and district handbooks. Also, I suggested that she look through any legal documents that may be attached to students.</p>

Annotated Documents  
 Comments on Page Content

