

SCORE: 3.2 [Streeter, Grace](#)

- **SUBMITTED** 2022-10-02 00:01:15
- **ASSESSED** 2022-10-05 08:47:33 **Results Seen** 2022-10-05 08:50:09
- **ASSESSOR** [Hager, Sheila](#)
- **TYPE** Manual
- **PLACEMENT** EDU 400 Fall 2022
- **TOC** n/a
- **INSTRUMENT** [EDU 400 Practicum 2 MIDTERM](#)

OVERALL COMMENT: Grace, it was a pleasure to come in and observe you in your 2nd grade room. Enjoy the week ahead ... remember to work on clear behavior rules, and to use your whole classroom as your teaching area instead of just the front. I look forward to seeing you in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 3.5 4.0	2nd grade appropriate, with ways to challenge all levels.
Accounts for differences in students' prior knowledge		1.0 2.5 4.0	Instead of you working problem at beginning for review, find out what your students know. Let them come up and work a problem in different ways.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 3.0 4.0	Since you're new to the classroom, hard to know all of students' differences, but in your own classroom, this will become a very intricate part of your plans.
Exhibits fairness and belief that all students can learn		1.0 3.5 4.0	Respect earns respect. You have good voice tone/ eye contact/ and body language with your students.

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 2.5 4.0	Anytime you are transitioning from one part of your lesson to another, or any time you can foresee running/ pushing/ etc., go over clear rules. What should we be doing? What should this look and sound like?
Structures a classroom environment that promotes student engagement		1.0 3.5 4.0	It was a 30 minute lesson where your students were totally engaged, whether that was in large group discussion/ individual work at desk/ or with partners. Good job.
Clearly communicates expectations for appropriate student behavior		1.0 2.0 4.0	As discussed, no matter what grade you are teaching, students need clear directions reviewed on a daily basis. You want them to know what you expect from them at all times.
Responds appropriately to student behavior		1.0 2.5 4.0	As we reviewed, when you are attempting to get class back on task, after you have called their attention, wait till they respond to correct behavior, and only then go on. If you don't wait, you will lose them in the future.
Effectively teaches subject matter		1.0 3.0 4.0	Good lesson plan. You were organized/ the lesson flowed from one step to another. Be careful not to spoonfeed students - let them come up with answers. When reviewing, at beginning of lesson, especially in Math, don't presume all students remember how to work problem: do one step by step to awaken their little minds.
Guides mastery of content through		1.0	

Criterion	Description	Score	Comments
meaningful learning experiences		<p>3.5</p> <p>4.0</p>	
Connects core content to relevant, real-life experiences and learning tasks		<p>1.0</p> <p>3.5</p> <p>4.0</p>	You gave them an open door by continually mentioning that math can be solved in so many different ways. The students will take that into real life, knowing it's free reign, as long as they know what they are doing. Good job.
Designs activities where students engage with subject matter from a variety of perspectives		<p>1.0</p> <p>3.5</p> <p>4.0</p>	Group discussion, individual work, partner work good job in engaging the students in multiple ways.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		<p>1.0</p> <p>3.5</p> <p>4.0</p>	Loved the sticker idea, and explaining some were harder then others. Innovative thinking is getting them to think out of their comfort box!
Uses multiple methods of assessment		<p>1.0</p> <p>3.5</p> <p>4.0</p>	Group discussion, individual problems on white board, partner work then worksheet at end ... many ways of assessing your students.
Connects lesson goals with school curriculum and state standards		<p>1.0</p> <p>4.0</p> <p>4.0</p>	Spot on!

Criterion	Description	Score	Comments
Adjusts instructional plans to meet students' needs		1.0 3.0 4.0	Stickies were a great way of differentiation, but as some students were struggling with how to come up with an answer, how do you walk these students through the process?
Varies instructional strategies to engage learners		1.0 3.0 4.0	Most students love to come to the board to show their work after you have shown an example, present a problem that can be solved numerous ways, and have students come to the board to explain their work, instead of you doing it.
Differentiates instruction for a variety of learning needs		1.0 3.5 4.0	Once again, I commend you on your stickie idea; how about challenging those high rollers and having even a 3rd level of perhaps '3' double digits to add?
Uses feedback to improve teaching effectiveness		1.0 3.5 4.0	Very open to discussion and suggestions.
Uses self-reflection to improve teaching effectiveness		1.0 3.5 4.0	If you take a few minutes at the end of your day to reflect on your lessons, it will help you become a better teacher.
Upholds legal responsibilities as a professional educator		1.0 3.5 4.0	So important in today's world. Not only are you to be the professional one in dress/ timely manner/ but in the discussion of any student unless in a private meeting to discuss a particular student.

