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TYPE Manual

PLACEMENT Fall 2021 EDU 400 B2











TOC n/a

INSTRUMENT [EDU 400 Practicum 2 MIDTERM](#)

OVERALL COMMENT: Ruth, it was a delight to be in your classroom today and see you in action. Your eyes speak, your enthusiasm to be with those students literally oozed into the classroom, and you were so positive: "You've got this:!!" As you finish out your hours for this first round, grab all the ideas you can on how to handle some of the different behavior issues that are going on. I look forward to visiting with you in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		3.0	Grade level appropriate.
Accounts for differences in students' prior knowledge		3.0	Digging into your students' minds at the beginning of the lesson (community?), gives you a grabber but even more importantly, it gives you an idea of your students' knowledge before beginning the lesson. At times, it will even guide you in a different direction if the students' knowledge is beyond where you think it is.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		3.0	Only being in the classroom for a day, this was hard to judge. But, I was impressed, while we had reflection, how much knowledge you knew of your students. Knowing students' ethnic backgrounds, helps guide your lessons and even more importantly, understand some of their underlying problems.
Exhibits fairness and belief that all students can learn		3.0	In all walks of life, and definitely in the classroom, respect earns respect.
Creates a safe and respectful environment for learners		3.5	By continually repeating where the students' hands/eyes should be, you are creating a safe environment. Whenever moving onto a new activity, it can always be repeated. Also, your movement around the room was fantastic! Continue to use your whole classroom as your teaching space.
Structures a classroom environment that promotes student engagement		2.5	Within a classroom, students in the primary area need to be up and moving every 10 - 15 minutes. It helps get the wiggles out, and refocuses them onto the activity at hand.
Clearly communicates expectations for appropriate student behavior		3.5	You were so black/white when directing students with what you were expecting. It also helped to have you doing the actions (hand on nose, etc.), as you were directing them.
Responds appropriately to student behavior		3.0	Within your bag of tricks, you will need to have so many different ways of handling students that have difficulty staying on task. Never give up on them; always trying something new to get them to feel safe, productive around you. You're not afraid to step in and go at a problem right away, as you did with that little girl. Good job!
Effectively teaches subject matter		3.0	The more organized a lesson is, the more it will flow, and gives you time to think on your feet in case you need to. You used technology, visual slides, etc., the only thing missing was to close up that lesson to blend it all together.
Guides mastery of content through meaningful learning experiences		3.0	
Connects core content to relevant, real-life experiences and learning tasks		3.5	The more a teacher can relate their lesson to the students' lives, the more they will remember the experience. You did a great job of using their school as one of the communities.

Designs activities where students engage with subject matter from a variety of perspectives		To reach all the different learning styles in your classroom, you need to use all of the senses of tactile, visual and auditory.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		In all lesson planning, incorporate higher level of questioning to get your students to think 'out of the box'.
Uses multiple methods of assessment		Most of your assessment today was large group discussion. You could throw in turning to a partner, or sharing their drawings.
Connects lesson goals with school curriculum and state standards		State standards will guide all of your lessons; how you present those lessons is totally your call, but when finished designing, always go back and make sure you've included enough information to successfully teach the standard at hand. Such as, in your standard it talked about 'impacting' take that word and close up your lesson making sure your students knew how their school community impacted the rest of Mandan.
Adjusts instructional plans to meet students' needs		
Varies instructional strategies to engage learners		
Differentiates instruction for a variety of learning needs		When you differentiate, make sure that your differentiation doesn't just have your top students 'assisting' your lower academic. That doesn't challenge their brains, it just is a social act that should happen at anytime. Plan within your lesson a way to challenge their thinking skills, sticking to the standard at hand.
Uses feedback to improve teaching effectiveness		You were very open with all suggestions given. When teaching, you will continually be bombarded with different thought/ideas of how to teach. Take what works for yourself and your students and run with it.
Uses self-reflection to improve teaching effectiveness		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		As an educator, you will always be held to high standards of professionalism, not just within the building, but out in society as well.