

Staudinger, Avery

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- **ASSESSOR** Conlon, Tom
- **TYPE** Manual
- **PLACEMENT** Fall 2019 EDU 400 B2
- **TOC** n/a
- **INSTRUMENT** [Practicum 2 EDU 400 MIDTERM Evaluation Rubric](#)

OVERALL COMMENT: Avery is pursuing a double major in Infant Development and Elementary Education. At this point she believes she really wants to go into Infant Development. It appears to this observer that she isn't giving herself credit for her ability to work with elementary students and therefore is not allowing herself the freedom to simply enjoy the students and the experience of working with them. She knows how to plan and follows the steps to instruction, she knows and uses student management techniques, and she explores lessons that are engaging for students in order to meet those objectives. Now she just needs to relax and let herself use this knowledge.

Some examples: After you plan your lesson, stay focused on the leaning objective, set aside your lesson plan and enjoy the interaction with the students, Don't worry about missing something you had written on your plans, with good interaction with the students you will be able to assess their understanding and adjust your the discussion accordingly. Rather than simply using management strategies such as "1-2-3 eyes on me" actually follow through by stopping to make sure all eyes are on you and WAIT until they are. You will not always be able to have engaging activities for each lesson as you had today, but continue to strive for activities the students would readily engage in and you would enjoy. In short, allow yourself to have fun with this experience of working with students.

(I apologize for moving from third person to second person in writing these comments but it seemed the best way to convey these thoughts.)

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 4.0	This lesson on experiments and hypotheses was presented in a developmentally appropriate method in this first grade classroom
Accounts for differences in students' prior knowledge		1.0 4.0	Through Avery's introduction process she was able to account for any differences of prior knowledge.
Uses knowledge of students' socioeconomic, cultural		1.0 4.0	

and ethnic differences to meet learning needs			
Exhibits fairness and belief that all students can learn		1.0 4.0	3.0 Avery exhibits a fairness toward each student with a belief all students can learn.
Creates a safe and respectful environment for learners		1.0 4.0	3.0 All students appeared safe and willing to try their best.
Structures a classroom environment that promotes student engagement		1.0 4.0	3.0 This was a fun and exciting activity for students and they all appeared engaged.
Clearly communicates expectations for appropriate student behavior		1.0 4.0	2.5 I would encourage Avery to think some about how she envisions the students to behave in any given situation. The next step would be to share that vision with the students and then clearly give the students those directions.
Responds appropriately to student behavior		1.0 4.0	3.0 Avery appeared to redirect students in a quiet and supportive manner. She will also want to use a strategy such as Wait Time and actually wait until she has the compliance from the individual or the class before continuing.
Effectively teaches subject matter		1.0 4.0	3.0 Avery implemented all the steps to an effective lesson and the students appeared successful.
Guides mastery of content through meaningful learning experiences		1.0 4.0	3.5 The experiment, hypothesis, and data collection kept the students engaged and successful.

Connects core content to relevant, real-life experiences and learning tasks		1.0 4.0	3.0	Students readily could relate with this lesson on whether an apple would float or not.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 4.0	3.0	The students were engaged.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 4.0	3.0	
Uses multiple methods of assessment		1.0 4.0	3.0	Avery monitored students in her presentation and also had a paper pencil assignment she would use to assess learning.
Connects lesson goals with school curriculum and state standards		1.0 4.0	3.0	The lesson was aligned to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs		1.0 4.0	3.0	
Varies instructional strategies to engage learners		1.0 4.0	3.0	The strategies Avery used today were most engaging.
Differentiates instruction for a variety of learning needs		1.0 4.0	3.0	
Uses feedback to improve teaching effectiveness		1.0 4.0	3.0	Avery appeared very receptive to receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0 4.0	3.0	Avery accurately recognized the students met the objective.
Upholds legal responsibilities as a professional educator		1.0 4.0	3.0	