



Assessment Details

3.1 Rotunda, Lauren

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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: Lauren planned and implemented a successful Social Studies lesson on the difference between a Want and a Need which was the objective of the lesson. Lauren began the lesson with an appropriate Anticipatory Set including sharing the Objective of the lesson. She had a book that complemented the objective and told the students what she wanted them to listen for in the story. By doing these steps students understood what they would be learning but also a purpose for listening to the story. The lesson included a Guided Practice when Lauren posted the words Want and Need with a T Chart on the board and had pictures of items that would be either a Want or a Need and discussed the reasons for this. From there she had each student make their own T chart similar to the chart they had made together to be used as a an Independent Practice. These are exactly the steps of an effective lesson with supporting activities, and this is why the students were successful.

In a future lesson such as this, Lauren will want to be mindful of time as many of the students were not able to finish in the amount of time and just as important, Lauren was not able to include the final step of a lesson which is the Closure. The Closure needs to be looked at as equally important as the other steps of the lesson as it wraps up the learning for the students, and answers questions such as what did we learn, why was it important, etc.

Assessed Criteria

Criterion	Description	Score	Comments
Supports		3.0	This was a Social Studies lesson on

<p>student learning through developmentally appropriate instruction</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Wants versus Needs presented in this first grade classroom within Social Studies The lesson was developmentally appropriate.</p>
<p>Accounts for differences in students' prior knowledge</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>This was meant to be a stand alone lesson and as such it simply called for a general discussion within the Mental Set portion of the lesson which Lauren provided.</p>
<p>Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Lauren was particularly concerned about the kinds of differences within the classroom and in fact adjusted some of her questioning within the reading.</p>
<p>Exhibits fairness and belief that all students can learn</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Lauren exhibits a fairness toward each student with a belief all students can learn.</p>
<p>Creates a safe and respectful environment for learners</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Students appeared free to try their best which demonstrates they believe they are in a safe and respectful setting.</p>
<p>Structures a classroom environment that promotes student engagement</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Students appeared attentive in the readings and whole group discussion and were engaged in the independent practice.</p>
<p>Clearly communicates expectations for appropriate student behavior</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>To this observer the students appeared very attentive while Lauren was reading. Lauren reported she hoped the students would be even more quiet. This is a great time in Practicum II for Lauren to think of what she envisions her future classroom to look like, including student behaviors in multiple situations and then to think how she could coach the students to those expectations. Each teacher has their own level of student working noise they believe is most effective.</p>
<p>Responds appropriately to</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Lauren quietly and sincerely redirected students. At one time</p>

student behavior			she redirected the group using humor in a positive manner.
Effectively teaches subject matter			See Overall Comments below.
Guides mastery of content through meaningful learning experiences			Lauren used the white board effectively using a T-Chart. She found and read a story that correlated to the concept being taught, and she had an appropriate Independent Practice.
Connects core content to relevant, real-life experiences and learning tasks			Lauren appears to have a confidence about her that allows her to interject her own experiences appropriately as well as humor as mentioned above.
Designs activities where students engage with subject matter from a variety of perspectives			
Uses relevant content to engage learners in innovative thinking & collaborative problem solving			Lauren helped the students understand the why one would decide if something would be a Want or a Need.
Uses multiple methods of assessment			Lauren moved throughout the room monitoring and assisting students and also had each student make a T chart she would use to assess learning.
Connects lesson goals with school curriculum and state standards			The lesson was correlated to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs			
Varies			Lauren used the strategy of Wait

<p>instructional strategies to engage learners</p>			<p>Time effectively in this lesson. She told the students she was going to ask a question and she wanted no one to blurt an answer and further wanted everyone to wait and think and then they would discuss. She also used the Turn and Tall strategy effectively in order to get all students involved.</p>
<p>Differentiates instruction for a variety of learning needs</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Uses feedback to improve teaching effectiveness</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Lauren appeared to genuinely want to receive feedback on her teaching lesson.</p>
<p>Uses self-reflection to improve teaching effectiveness</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Lauren accurately recognizes her teach effectiveness.</p>
<p>Upholds legal responsibilities as a professional educator</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	

Annotated Documents

Comments on Page Content