

Assessment Details

GRADE: % **2.1** Plasch, Brandon

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 ASSESSOR Currie, Kevin (external)

 TYPE Manual

 PLACEMENT Spring 2020 EDU 400 B2

 TOC n/a

 INSTRUMENT EDU 400 Practicum 2
MIDTERM

OVERALL COMMENT: Mr. Plasch was professionally dressed for the classroom. His lesson was well-prepared and ready on time. He sent home a questionnaire with students to learn more about them, but also to utilize in his lesson unit. The students were engaged in the lesson as they shared throughout the whole group part of the lesson and sat relatively quietly while working on their timelines. This was a very good lesson and the students were very engaged throughout it.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.0"/> 4.0	His lesson unit was created for a first grade classroom. The students were asked to create timelines through writing and drawing, which is very age appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	Mr. Plasch began the lesson by asking the students about their earliest memories. He asked students for other memories with meaning. He included the fact that students were learning the (wh) sound into his lesson.

Criterion	Description	Score	Comments
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="2.0"/> 4.0	<p>Mr. Plasch sent a letter home with the students for completion so that he could get to know them better prior to completing his lesson activities.</p> <p>This is a very diverse classroom. You are going to enjoy planning and implementing lesson based on the diversity!</p>
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="2.0"/> 4.0	<p>All students were given the same expectations for completing their timelines.</p>
Creates a safe and respectful environment for learners		1.0 <input type="text" value="2.5"/> 4.0	<p>Mr. Plasch began the lesson by complimenting the students on their behavior for the day. "You guys are doing awesome!"</p> <p>Mr. Plasch had a playful, but respectful way of engaging with the students.</p>
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.0"/> 4.0	<p>The students engaged in a whole class discussion to begin the lesson; they were sharing throughout.</p>
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	<p>Mr. Plasch clearly stated student expectations and voice levels for turn and talk portion of lesson.</p> <p>He told students that he would take one question at a time from a student who was raising their hand. Any time the students were asked to transition or share out, there was always a voice level associated with it.</p>
		1.0 <input type="text" value="2.0"/> 4.0	<p>Mr. Plasch addressed students giving</p>

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Responds appropriately to student behavior			responses out of turn respectfully and gave his expectation. He gave the same response for students "blurring out" answers. When many students were speaking at the same time, he told them he would wait for them to be quiet to continue lesson.
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	Mr. Plasch began with a whole class discussion on timelines. Then, he guided the students through the creation of a timeline showing his life "highlights". The next part of his lesson had the students creating another list of life events prior to him having them return to their desks to complete their individual timelines.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.0"/> 4.0	Mr. Plasch provided an example of his expectations prior to having the students complete their own timeline.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="2.0"/> 4.0	The students are completing a timeline based on important events in their lives.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.0"/> 4.0	The students created a list of important memories and life events that they could include on a timeline. They worked as a whole group to create a timeline; then, they were asked to create a timeline of their own. The students were asked to draw pictures to correlate with their timeline events. The

Criterion	Description	Score	Comments
			students were also asked to draw pictures to correlate with their timeline events.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="1.5"/> 4.0	The students had some innovative thinking and collaborative problem solving as they created list of events to include on timelines.
Uses multiple methods of assessment		1.0 <input type="text" value="1.5"/> 4.0	The students were asked to answer questions regarding timelines for informative assessment. Then, they were asked to complete a written timeline that would be turned in to check for understanding.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was designed based on the Social Studies standard for perspectives of people past and present. Ms. Massey-Wheeler gave Mr. Plasch the option to choose a Social Studies standard they hadn't covered yet and design his lesson based off of it.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="2.0"/> 4.0	Mr. Plasch went from student to student to ensure that they were understanding the timeline task and completing it accurately.
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.0"/> 4.0	The students engaged in whole group discussion and individual work. They were hearing and seeing information throughout the course of the lesson/activity.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.0"/> 4.0	Many methods of differentiation were listed on his lesson plan. Students could write

Criterion	Description	Score	Comments
			different amounts of life events in order to meet expectations.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	Mr. Plasch used feedback from previous experiences to guide his teaching effectiveness with this lesson.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	Mr. Plasch felt that the lesson didn't go to his expectations.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="2.0"/> 4.0	Mr. Plasch created a very safe, respectful learning environment for the students. He has a understanding of special education so he understands the legal responsibilities.

Annotated Documents

Comments on Page Content