



# Assessment Details

**SCORE: 3.7** [Shiland, Reid](#)

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**ASSESSOR** [Rinas, Sara \(external\)](#)

**TYPE** Manual

**PLACEMENT** EDU 401 Sp 21

**TOC** n/a

**INSTRUMENT** [EDU 401 Practicum II Rubric](#)




**OVERALL COMMENT:** It was a pleasure to have Reid as a practicum teacher. She is very confident and outgoing. Two qualities that will take her far in her teaching experience. I am excited to hear about her future experiences and adventures as an educators.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	This was a major focus for Reid. When developing her lesson, she was very
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	At the beginning of her lesson, Reid was sure to use prior knowledge to introduce her lesson.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.5"/> 4.0	While this was not discussed and I did not disclose this information to Reid, based on prior conversations and her experience as an aid at Legacy, I think Reid will take this into account in her future teaching and lesson planning.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	This was evident as Reid took time for question and answering. She called on both students that volunteered to answer and those she free called. AS she moved around the classroom, she was always sure to talk to all students at some point throughout the class period.

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 <input type="text"/> 4.0 3.5	Reid is very easy going, she took time to visit with students prior to her lesson and assisted me with lessons. During group work, she moved around the classroom to assist students. When she did teach the lesson, the students already knew Reid.
Structures a classroom environment that promotes student engagement		1.0 <input type="text"/> 4.0 4.0	This is one of Reid's strongest qualities as practicum student. Throughout her lessons, she constantly asks for feedback or asks students, student understanding or to make predictions about the content. She does a nice job of creating an engaging classroom.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text"/> 4.0 3.5	I marked this as approaching, because I believe when Reid gets her own classroom she will make her expectations very clear.
Responds appropriately to student behavior		1.0 <input type="text"/> 4.0 3.5	Again, when Reid has her own classroom I am confident she will be clear with her expectations. This will help on guiding and responding to student behavior.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text"/> 4.0 4.0	
Effectively teaches subject matter		1.0 <input type="text"/> 4.0 3.5	
Guides mastery of content through meaningful learning experiences		1.0 <input type="text"/> 4.0 3.5	
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text"/> 4.0 3.5	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text"/> 4.0 4.0	

Criterion	Description	Score	Comments
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="4.0"/> 4.0	Reid delivered a lesson about Johnson's Great Society. She incorporated three different perspectives about the Great Society and gave students the opportunity to reflect on these perspectives.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="4.0"/> 4.0	Reid's lesson including reading and annotating the Great Society. The lesson involved critical thinking, cause and effect, multiple perspectives and collaboration of students
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	Reid will have the opportunity to check for understanding through formative and summative assessments when she has the opportunity to create entire units.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Reid and I spent time before her practicum teaching to assure her lesson followed school curriculum and state standards.
Uses assessment data to inform planning for instruction		1.0 <input type="text" value="3.5"/> 4.0	I did not provide Reid with access to assessment data.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="4.0"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="4.0"/> 4.0	Reid planned her lesson, but we spent time discussing the entire lesson. She asked for feedback prior to and after teaching the lesson
Varies instructional strategies to engage learners		1.0 <input type="text" value="4.0"/> 4.0	Reid incorporated individual and collaborative work. She also incorporated reading and writing strategies into her lesson.
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="3.5"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Instructional practices reflect effective communication skills		1.0  4.0	
Uses feedback to improve teaching effectiveness		1.0  4.0	Reid will continue to grow in this category. Reid always look for feedback on her lessons. She was concerned with what went well and what she could do to improve. This shows that she is reflecting on her lessons and that she is using our feedback as part of her reflection.
Uses self-reflection to improve teaching effectiveness		1.0  4.0	Reid will continue to grow in this category. Reid always look for feedback on her lessons. She was concerned with what went well and what she could do to improve. This shows that she is reflecting on her lessons and that she is using our feedback as part of her reflection.
Upholds legal responsibilities as a professional educator		1.0  4.0	
Demonstrates commitment to the profession		1.0  4.0	Outside of class Reid and I had an opportunity to discuss her plans at Mary. After completing her undergrad, she will continue her commitment to education by pursuing her masters in Special Ed.
Collaborates with colleagues to improve student performance		1.0  4.0	Prior to teaching her lesson, Reid and I carefully discussed her plan. We were able to collaborate on several pieces of her lesson. I believe that both Reid and her wo-workers will benefit through collaboration. Reid is willing to learn from other teachers but she also has a lot of useful ideas to share.

Annotated Documents

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