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10/2/2020

EDU 400 Practicum 2 MIDTERM

<p><b>10</b> <b>3.5</b> <b>Supplies Student Learning (Practical)</b> demonstrates appropriate instructional strategies <i>No Description</i> <b>NYASC STANDARD 1</b></p>	<p><b>4.0</b> <b>Distinguished</b> implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas</p>	<p><b>3.5</b> <b>Approaching Distinguished</b> <i>No Description</i></p>	<p><b>3.0</b> <b>Proficient</b> implements developmentally appropriate instruction that accounts for learners' strengths, interests, and needs.</p>	<p><b>2.5</b> <b>Approaching Proficient</b> <i>No Description</i></p>	<p><b>2.0</b> <b>Emerging</b> implements grade-level appropriate instruction but does not account for individual learners' differences.</p>	<p><b>1.5</b> <b>Approaching Emerging</b> <i>No Description</i></p>	<p><b>1.0</b> <b>Underdeveloped</b> implements instruction that exceeds or does not match a developmentally appropriate level for the students.</p>	<p><b>na</b> <b>Not Observed</b> <i>No Description</i></p>
<p><b>1.0</b> <b>3.5</b> <b>Accounts for differences in student prior knowledge</b> <i>No Description</i> <b>NYASC STANDARD 1</b></p>	<p><b>4.0</b> <b>Distinguished</b> accesses student readiness for learning and expands on individual students' prior knowledge</p>	<p><b>3.5</b> <b>Approaching Distinguished</b> <i>No Description</i></p>	<p><b>3.0</b> <b>Proficient</b> accounts for individual differences in students' prior knowledge and readiness for learning</p>	<p><b>2.5</b> <b>Approaching Proficient</b> <i>No Description</i></p>	<p><b>2.0</b> <b>Emerging</b> addresses students' prior knowledge as a class, but individual differences are not considered</p>	<p><b>1.5</b> <b>Approaching Emerging</b> <i>No Description</i></p>	<p><b>1.0</b> <b>Underdeveloped</b> does not account for differences in students' prior knowledge</p>	<p><b>na</b> <b>Not Observed</b> <i>No Description</i></p>

**10** **Not Observed**  
No Description

**4.0** **Distinguished**  
anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds

**10** **Not Observed**  
No Description

**4.0** **Distinguished**  
exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner, consistently provides equitable opportunities to meet the needs of learners

**3.5** **Approaching Distinguished**  
No Description

**3.0** **Proficient**  
demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance

**3.5** **Approaching Distinguished**  
No Description

**3.0** **Proficient**  
exhibits respect and high expectations for each learner, communicates with diverse learners in a fair and respectful manner, consistently provides equitable opportunities to meet the diverse needs of learners

**2.5** **Approaching Proficient**  
No Description

**2.0** **Emerging**  
demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs

**2.5** **Approaching Proficient**  
No Description

**2.0** **Emerging**  
communicates with diverse learners in a fair and respectful manner, provides occasionally equitable opportunities to meet the diverse needs of learners

**1.5** **Approaching Emerging**  
No Description

**1.0** **Underdeveloped**  
demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs

**1.5** **Approaching Emerging**  
No Description

**1.0** **Underdeveloped**  
communicates with diverse learners in an unfair and disrespectful manner, provides inequitable opportunities to meet the diverse needs of learners

**0.0** **Not Observed**  
No Description

**0.0** **Not Observed**  
No Description

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**1.0** **Not Observed**  
 Description:  
 No Description  
**INVASIVE STUDENTS**

**4.0 Distinguished**  
 collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community

**3.5 Approaching Distinguished**  
 No Description

**3.0 Proficient**  
 consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language

**2.5 Approaching Proficient**  
 No Description

**2.0 Emerging**  
 models safety and respect to encourage a positive classroom learning community

**1.5 Approaching Emerging**  
 No Description

**1.0 Underdeveloped**  
 ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community

**0.5 Not Observed**  
 No Description

**4.0 Distinguished**  
 develops a highly engaging learning environment, taking into account student differences and learning needs

**3.5 Approaching Distinguished**  
 No Description

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**3.0 Proficient**  
 develops a learning environment that is consistently engaging for most students

**2.5 Approaching Proficient**  
 No Description

**2.0 Emerging**  
 attempts to develop a learning environment that is engaging for most students

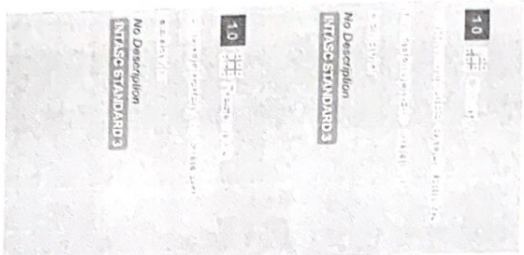
**1.5 Approaching Emerging**  
 No Description

**1.0 Underdeveloped**  
 needs assistance in developing a learning environment that is engaging for most students

**0.5 Not Observed**  
 No Description

\*

**INVASIVE STUDENTS**



<b>4.0 Distinguished</b> communicates standards of conduct that are clear and effective	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> communicates clear standards of conduct	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> communicates standards of conduct that may not be clear	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> has minimal standards of conduct in place	<b>0.5 Not Observed</b> <i>No Description</i>
<b>4.0 Distinguished</b> teacher candidate monitors student behavior and responds appropriately on a consistent basis	<b>3.5 Approaching Distinguished</b> <i>No Description</i>	<b>3.0 Proficient</b> the teacher candidate monitors and responds to student behavior effectively	<b>2.5 Approaching Proficient</b> <i>No Description</i>	<b>2.0 Emerging</b> the teacher candidate inconsistently monitors and responds to student behavior	<b>1.5 Approaching Emerging</b> <i>No Description</i>	<b>1.0 Underdeveloped</b> the teacher candidate needs assistance with monitoring student behavior or in responding consistently	<b>0.5 Not Observed</b> <i>No Description</i>



**10** *No Description*  
No Description  
LIT/SC/STANDARD 4

**10** *No Description*  
No Description  
LIT/SC/STANDARD 4

**40** **Distinguished**

displays mastery of content; knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding

**35** **Approaching Distinguished**

*No Description*

**30** **Proficient**

instructional practices indicate understanding of content; knowledge and learning progressions; practices are complete and appropriate for the content

**25** **Approaching Proficient**

*No Description*

**20** **Emerging**

displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content

**15** **Approaching Emerging**

*No Description*

**10** **Underdeveloped**

displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content

**NA** **Not Observed**

*No Description*

**40** **Distinguished**

creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content

**35** **Approaching Distinguished**

*No Description*

**30** **Proficient**

applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content

**25** **Approaching Proficient**

*No Description*

**20** **Emerging**

attempts to apply appropriate strategies in instructional practice to engage learners in the mastery of content

**15** **Approaching Emerging**

*No Description*

**10** **Underdeveloped**

applies inappropriate strategies in instructional practice to engage learners in mastery of content

**NA** **Not Observed**

*No Description*





1.0

No Description

INTASC STANDARD 7

4.0 Distinguished

plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them

3.5 Approaching Distinguished

No Description

3.0 Proficient

plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs

2.5 Approaching Proficient

No Description

2.0 Emerging

plans for learning experiences that are aligned with learning goals

1.5 Approaching Emerging

No Description

1.0 Underdeveloped

lesson plans are not aligned with learning goals

0.5 Not Observed

No Description

1.0

No Description

INTASC STANDARD 7

4.0 Distinguished

uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs

3.5 Approaching Distinguished

No Description

3.0 Proficient

uses information gained from assessment findings to customize instructional plans to meet students' needs

2.5 Approaching Proficient

No Description

2.0 Emerging

uses assessment findings to modify instructional plans to meet students' needs

1.5 Approaching Emerging

No Description

1.0 Underdeveloped

plans are not adjusted to meet student learning differences or needs

0.5 Not Observed

No Description





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**Varying Instructional Strategies to Engage Learners**

*No Description*  
**INVA/SC/STANDARD 8**

4.0

**Distinguished**

*No Description*  
**INVA/SC/STANDARD 8**

**4.0 Distinguished**

integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers

**3.5 Approaching Distinguished**

*No Description*

**3.0 Proficient**

varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners

**2.5 Approaching Proficient**

*No Description*

**2.0 Emerging**

uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals

**1.5 Approaching Emerging**

*No Description*

**1.0 Underdeveloped**

utilizes only one instructional approach

**Not Observed**

*No Description*

**4.0 Distinguished**

differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students

**3.5 Approaching Distinguished**

*No Description*

**3.0 Proficient**

varies instruction for individuals or small groups to create learning experiences that are well matched to student needs

**2.5 Approaching Proficient**

*No Description*

**2.0 Emerging**

varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs

**1.5 Approaching Emerging**

*No Description*

**1.0 Underdeveloped**

teaches individual or small group learning experiences without differentiating instruction

**Not Observed**

*No Description*

**INVA/SC/STANDARD 8**

**Not Observed**

1.0  
1.0

No Description  
ITVASC STANDARD 9

1.0  
1.0

No Description  
ITVASC STANDARD 9

4.0 Distinguished

seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest

3.5 Approaching Distinguished

No Description

3.0 Proficient

accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness

3.5 Approaching Distinguished

No Description

3.0 Proficient

reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved

2.5 Approaching Proficient

No Description

2.0 Emerging

accepts feedback to improve teaching effectiveness

2.5 Approaching Proficient

No Description

2.0 Emerging

reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction

1.5 Approaching Emerging

No Description

1.0 Underdeveloped

resists feedback to improve teaching effectiveness

1.5 Approaching Emerging

No Description

1.0 Underdeveloped

reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement

0.5 Not Observed

No Description

0.5 Not Observed

No Description



## Outcomes Linked to Criteria

**Criterion:** Supports student learning through developmentally appropriate instruction  
**IntASC Standards 2013**

Section	Description
Standard #1 Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences
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Standard #1 Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

**Criterion:** Accounts for differences in students' prior knowledge  
**IntASC Standards 2013**

Section	Description
Standard #1 Learner Development	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences

- 4.0 Distinguished**  
demonstrates an understanding of the larger context of public education policy by staying apprised of changing laws and ethical standards, through literature, professional development or activities
- 3.9 Approaching Distinguished**  
*No Description*
- 3.0 Proficient**  
acts in accordance with ethical codes of conduct and professional standards, complies with laws and policies related to learners' rights and teachers' responsibilities
- 2.5 Approaching Proficient**  
*No Description*
- 2.0 Emerging**  
acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies
- 1.5 Approaching Emerging**  
*No Description*
- 1.0 Underdeveloped**  
does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies
- NA Not Observed**  
*No Description*

**Criterion: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs**  
**INTASC Standards 2013**

**Section**

**Standard #2: Learning Differences**

**Description**  
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Criterion: Exhibits fairness and belief that all students can learn**  
**INTASC Standards 2013**

**Section**

**Standard #2: Learning Differences**

**Description**  
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Criterion: Creates a safe and respectful environment for learners**  
**INTASC Standards 2013**

**Section**

**Standard #3: Learning Environments**

**Description**  
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Criterion: Structures a classroom environment that promotes student engagement**  
**INTASC Standards 2013**

**Section**

**Standard #3: Learning Environments**

**Description**  
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Criterion: Clearly communicates expectations for appropriate student behavior**  
**INTASC Standards 2013**

**Section**

**Standard #3: Learning Environments**

**Description**  
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.