# Possible Lines of Evidence for Practicum Assessment

**Note:**  
*Lesson or Unit Plans* = LUP  
*Reflective Essay* = RE

## Plans Curriculum and Instruction

(a)1: Draws on content standards of the relevant curriculum frameworks to plan sequential units of study, individual lessons, and learning activities that make learning cumulative and advance students’ level of content knowledge. Specify Curriculum Frameworks title, learning standards used, and concept and skills used.

**LUP correlation Standards and Objectives**

(a)2: Draws on results of formal and informal assessments as well as knowledge of human development to identify teaching strategies and learning activities appropriate to the specific discipline, age, level of English language proficiency, and range of cognitive levels being taught.

**LUP Prior Knowledge/ Outgrowths**

(a)3: Identifies appropriate reading materials, other resources, and writing activities for promoting further learning by the full range of students within the classroom.

**Copies of Basal lessons taught**

(a)4: Identifies prerequisite skills, concepts, and vocabulary needed for the learning activities.

**Some thing with vocab preview**

(a)5: Plans lessons with clear objectives and relevant measurable outcomes.

**LUP correlation of objectives and assessment**

(a)6: Draws on resources from colleagues, families, and the community to enhance learning.

**Maybe something about using families with lesson help**

(a)7: Incorporates appropriate technology and media in lesson planning.

**Internet research, use of computer, overhead, cameras...**

(a)8: Uses information in Individualized Education Programs (IEPs) to plan strategies for integrating students with disabilities into general education classrooms

**LUP modified assessments or products, using personnel resources, modifying teaching style or process**

## Delivers Effective Instruction

(b)1: Communicates high standards and expectations when beginning the lesson:  
a. Makes learning objectives clear to the student.
**LUP stating objective at beginning of lesson – CS Observation sheet**

b. Communicates clearly in writing and speaking.

**LUP and CS Observation report**
c. Uses engaging ways to begin a new unit of study or lesson.

**Launch**
d. Builds on students’ prior knowledge and experience.

**Maybe a lesson plan and part of RE**

(b)2: Communicates high standards and expectations when carrying out the lesson:

a. Uses a balanced approach to teaching skills and concepts of elementary reading and writing.

**Language Arts LUP**
b. Employs a variety of content-based and content oriented teaching techniques, from more teacher-directed strategies such as direct instruction, practice, and Socratic dialogue, to less teacher directed approaches such as discussion, problem solving, cooperative learning, and research projects (among others).

**Showing different types of lessons with an attached note**
c. Demonstrates adequate knowledge of and approach to the academic content of lessons. (See License- Specific evaluation questions.)

**CS’s Observation Report**
d. Employs a variety of reading and writing strategies for addressing the learning objectives.

**RE**
e. Employs appropriate sheltered English or subject matter strategies for English language learners.

**Maybe using Basal notes on “Tips for ELL learners?”**
f. Uses questioning to stimulate thinking and encourages all students to respond.

**List of questions from lesson plan or CS’s observation notes**
g. Uses instructional technology appropriately.

**Repeat some of A7**

(b)3: Communicates high standards and expectations when extending and completing the lesson:

a. Assigns homework or practice that furthers student learning and checks it.

**samples**
b. Provides regular and frequent feedback to students on their progress.

**Copies of corrected homework with comments**
c. Provides many and varied opportunities for students to achieve competence.

**Examples of varied assessment and/or products of work.**

*Eg. journals, worksheets, art oriented...*
(b)4: Communicates high standards and expectations when evaluating student learning.
a. Accurately measures student achievement of, and progress toward, the learning objectives with a variety of formal and informal assessments, and uses results to plan further instruction.

**LUP example of different assessments and especially unit plan to show how you used the assessment**

b. Translates evaluations of student work into records that accurately convey the level of achievement students for parents or guardians, and school personnel.

**Couple sentences, then copies of report card, grade book, notes...**

(c) Manages Classroom Climate

(c)1: Creates an environment that is conducive to learning.
(c)2: Creates a physical environment appropriate to range of learning activities.

(c)3: Maintains appropriate standards of behavior, mutual respect, and safety.

(c)4: Manages classroom routines and procedures without loss of significant instructional time.

**Maybe a revised 319 essay on this or as part of the reflective essay you can write 1 page on this and how you did it**

(d) Promotes Equity

(d)1: Encourages all students to believe that effort is a key to achievement.

(d)2: Works to promote achievement by all students without exception.

(d)3: Assesses the significance of student differences in home experiences, background knowledge, learning skills, learning pace and proficiency in the English language for learning the curriculum at hand and uses professional judgement to determine if instructional adjustments are necessary.

(d)4: Helps all students to understand American civic culture, its underlying ideals, founding political principles, and political institutions and to see themselves as members of a local, state, national, and international civic community.
As part of the reflective essay you can write about this – even tell a story about a child. 1 page on this and how you did it addressing the above standards.

(e) Meets Professional Standards

(e)1: Understands his or her legal and moral responsibilities. RE
(e)2: Conveys knowledge of and enthusiasm for his/her academic discipline to students. CS's observation report
(e)3: Maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice. (e)4: Collaborates with colleagues to improve instruction, assessment, and student achievement.

3 and 4 together – staff development in the school?
Grade level meetings? Material you got from others?

(e)5: Works actively to involve parents in their child’s academic activities and performance, and communicates clearly with them. Preparing for parent conf?, attending conference, sample notes part of RE
(e)6: Reflects critically upon his or her teaching experience identifies areas for further professional development as part of a professional development plan that is linked to grade level, school, and district goals, and is receptive to suggestions for growth. RE

(e)7: Understands legal and ethical issues as they apply to responsible and acceptable use of the Internet and other resources. RE