

## Assessment Details

**3.0** [Chumley, Hannah](#)

 **SUBMITTED** 2017-10-01 23:05:12

 **ASSESSED** 2017-10-02 15:19:20

 **ASSESSOR** [Conlon, Tom](#)

 **TYPE** Manual

 **TOC** n/a

 **INSTRUMENT** [EDU 300 Practicum I Rubric](#)

**OVERALL COMMENT:** *None*

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Hannah had a well developed and implemented Language Arts lesson on story plots while making it relevant to the students. She related the plot of a story to going on a roller coaster ride, a slow start, exciting spins, and a slow ending or conclusion. She helped the students understand the elements of a story plot in that same fashion, from the beginning to the build up to the situation and climax through the conclusion.</p>
Accounts for differences in students' prior knowledge		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Though this was the first lesson this group of third grade students had on story plots, the roller coaster idea Hannah used seemed to really help the</p>

Criterion	Description	Score	Comments
			students with their understanding.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	The students seemed to be very engaged throughout the lesson. Hannah made the lesson relevant and used the Active Board to enhance the lesson and also had students involved with the Active Board. Hannah incorporated student physical movement into the lesson, had the students paired with a "thinking partner", and also incorporated collaborative learning groups..
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	Hannah seemed to naturally communicate her expectations in a clear and effective manner which helped the students as they transitioned from one activity to the next. By doing this Hannah did not have to take the time to remind students of these expectations and the students confidently went from one activity to the next.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Students seemed engaged in the learning activities and with this high level of engagement, I did not see Hannah have to respond to any students inappropriate behavior.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Hannah incorporated the steps to an effective lesson from the Mental

Criterion	Description	Score	Comments
			Set to Input, Guided Practice, Independent, or in this case collaborative group practice, to the Closure. This lesson on story plots at the third grade level might be stretched into two or maybe three lessons, as the students did experience a little confusion when they had to complete a plotting chart within their grouping. Some more in-depth Guided Practice could have been helpful.
Guides mastery of content through meaningful learning experiences		<div style="text-align: center;">3.0 ▼</div> 1.0 <input type="text" value="3.0"/> 4.0	Hannah was able to incorporate many effective learning strategies as mentioned above. In addition, she used many small incidental type strategies to keep the students engaged and to give the students positive reinforcement. At one point she whispered a short response within the lesson that was most effective. At another time, she helped individual students making sure they would be successful before she had them come to the front of the room to use the Active Board in front of the whole class.
Uses multiple methods of assessment		<div style="text-align: center;">2.5 ▼</div> 1.0 <input type="text" value="2.5"/> 4.0	Hannah assessed learning through group discussion, thumbs up/down, and by their written group responses.
Connects lesson goals with school curriculum and state standards		<div style="text-align: center;">3.0 ▼</div> 1.0 <input type="text" value="3.0"/> 4.0	This lesson directly related to the state standards.
		<div style="text-align: center;">3.0 ▼</div> 1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Adjusts instructional plans to meet students' needs			
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	Hannah collaborated with the teacher to develop a lesson to address the standard. However, Hannah added the creativity to the lesson and was in charge of the overall design.,
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="n/a"/> 4.0	
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	Hannah seemed most articulate as she communicated the lesson to the students.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Hannah appeared to be very appreciative to receive feedback on her teaching.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Hannah seems very much aware of her teaching and the learning by the students. As she reflected on this lesson, she was also of the opinion that this lesson could/should be extended.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="n/a"/> 4.0	
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	

## Annotated Documents

## Comments on Page Content