

## Assessment Details

### 3.2 Chumley, Hannah

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 ASSESSOR [Conlon, Tom](#)

 TYPE Manual

 TOC n/a

 INSTRUMENT [EDU 300 Practicum I Rubric](#)

**OVERALL COMMENT:** Hannah presents herself in a quiet manner, however, when she is teaching, she presents herself as very confident, somewhat dynamic, and in charge as she delivers a very effective lesson. She includes all the steps to an effective lesson and is aware of the importance of student engagement, as in this lesson, she used visual, auditory, hands on, and student movement strategies keeping all students attentive. Though Hannah is to be commended for incorporating all of these strategies, she also needs to keep her lesson focused on the main objective of the lesson to be sure that all students have a working knowledge of this skill being taught, in this case the ability to summarize. Today she might have over planned as she tried to incorporate additional components or skills to the lesson thereby possibly losing some focus of the main objective.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	The lesson was developmentally appropriate as Hannah helped the students in a layered approach so that the students could meet success.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all		1.0 <input type="text" value="3.0"/> 4.0	Hannah demonstrates a fairness to each student and has a belief all

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students can learn			students can learn as she plans challenging lessons.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	The students appeared highly engaged throughout this lesson in the variety of activities. In addition, Hannah used student movement effectively.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	Hannah clearly communicates her student behavior expectations and she also posted her partner learning expectations on the board. This is an effective strategy as students can refer to this as needed allowing Hannah to be free to progress monitor.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	The students worked well throughout the lesson and I did not see the need for Hannah to redirect any student. Hannah uses the strategy of using "wait time" effectively. An example is when she asked the students to give her a "thumbs up/down to check for understanding. Hannah waited and made sure all students responded before moving on with the lesson.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Hannah incorporates all the steps to an effective lesson including a Mental Set, Input, Guided and Independent Learning, and a Closure. In this lesson she used a Power Point for the students to interactively learn.
Guides mastery of content through		1.0 <input type="text" value="3.0"/> 4.0	Hannah layered the learning to assure all students success.

Criterion	Description	Score	Comments
meaningful learning experiences			Hannah had a plan to include the what, where, when, who,, and why questions of comprehension in order to help students to understand a reading and therefore help them reach the objective of summarizing the reading. Though this is important, it seemed like the students became more involved with the comprehension and answering those questions and lost track some about the main objective of the lesson which was summarizing.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Hannah used progress monitoring and had each pair of students share their summarizing sentence with the class.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson goals correlated to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	Hannah incorporated more student movement as she believed the students may have been somewhat sluggish.. This adjustment was successful as the students appeared engaged throughout the lesson.
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	The classroom teacher made a point to tell me how well Hannah is doing and how well they work together.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Hannah used a variety of teaching/learning modalities to support each student.

Criterion	Description	Score	Comments
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	Hannah effectively communicates within the lesson and with her academic and behavior expectations.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Hannah appears to sincerely appreciate feedback and then use it to improve her instructional skills.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Hannah does well in this area.
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="n/a"/> 4.0	

Annotated Documents

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