

Assessment Details

3.0 Chumley, Hannah


 **SUBMITTED** 2018-02-04 20:44:02

 **ASSESSED** 2018-02-08 08:22:02

 **ASSESSOR** Hager, Sheila

 **TYPE** Manual

 **TOC** n/a

 **INSTRUMENT** Practicum 2 EDU 400
 MIDTERM Evaluation Rubric

OVERALL COMMENT: Hannah, I commend you on your lesson today. It was well thought out, organized and then presented in a very nonthreatening, caring, manner. In your quiet manner, students know you are the boss, but that you are continually fair no matter the student, nor situation. Even though you are only in the beginning stages of your teaching journey, you seem to be a natural in what you do. Enjoy discovering and experimenting with new and different techniques, and I look forward to observing you in March.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	It was neat to see you using materials that you could gather from within the classroom: erasers.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		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	Fairness: through you communication to the

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students can learn			students throughout the lesson, it was very evident that it made no difference who was who ... all were treated with the same discipline and all were expected to carry out the skills at hand.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	Hannah, you are evidence, as is your supervisory teacher, that for a teacher to have control of a classroom, there need not be loud, shrilling voices. You have a very quiet demeanor about you, but in an authoritative way that lets the students know who is in control.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	There is an unwritten rule that primary students should be up and move within a certain amount of time, to help them stay on task. You had that movement going today as the students moved from one spot to another throughout your lesson.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	Not only were your procedures very black and white, you also clearly stated ways for students to fix their own problems, if they ran into one. This promotes independence from day one, and shows students they are very capable of handling some situations on their own, and that you encourage that independence.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Students do not want to be 'called out' in front of others ... it embarrasses them, and that is not our job. When one student

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			<p>couldn't finish obtaining his erasers, due to wanting a certain kind, you very quietly, and discreetly counted down from 5 to let him know he had to make a decision in that amount of time.</p> <p>Discreetly/quietly .. most times, disciplining can be done in this manner.</p>
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	<p>Your lesson was very organized and had a nice flow to it. The more thought you put into creating your lesson plan, the more flow it will have. You will always have moments where you have to 'think on your feet', the more organized you are, the easier that becomes.</p>
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="2.5"/> 4.0	<p>To relate this to their every day world, it would have been a worthy discussion to see why first graders think we need to know subtraction, within our day to day world.</p>
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	<p>When creating a lesson, all senses should be brought to mind so that you are teaching to all students' strengths. You have all senses going with visual (smart board and your sheets), tactile (eraser activity), auditory.</p>
Uses relevant content to		1.0 <input type="text" value="3.0"/> 4.0	

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engage learners in innovative thinking & collaborative problem solving			
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Assessments are the key to developing your next lesson. As discussed, using a clipboard to see which students understood the concept would've been a quick way to assess who needed more practice in this standard.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.5"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	I commend you for having good ideas for differentiation within your lesson plan. Math is one of the easiest ways to differentiate with students. Keep in mind differentiation doesn't mean to load on extra work for the high rollers; it means to challenge them in a way to keep their brains processing, using deep thinking.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	
Uses self-reflection to		1.0 <input type="text" value="3.0"/> 4.0	Self reflection will always be one of your main tools to improve your

Criterion	Description	Score	Comments
improve teaching effectiveness			lessons ... what worked/ what didn't work spend a minute or two at the end of each day reviewing what went on within your classroom. It will help you become the best teacher you can be.
Upholds legal responsibilities as a professional educator		1.0 <input data-bbox="820 499 998 541" type="text" value="3.0"/> 4.0	

Annotated Documents

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