

Assessment Details

2.8 Redder, Bridget

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 ASSESSOR Hager, Sheila

 TYPE Manual

 TOC n/a

 INSTRUMENT [EDU 400 Practicum II Rubric](#)

OVERALL COMMENT: Bridget, you were well prepared for your lesson today. The lower marks are not a negative toward your teaching ability. They are there because you are still at the start of your journey to becoming a master teacher; which in turn tells you that you have lots to discover, experiment with and learn. Keep up the good work, keep that warm smile connecting with the students and I look forward to observing you again.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	
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 students can learn		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		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 lesson flowed from working with cereal pieces, to collecting data, to creating graphs on chromes.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	When asking for a specific behavior, Bridget consistently waited until that behavior was modeled by students before going on.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text" value="3.0"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.0"/> 4.0	Needed to use planned grabber, to .inform students of what the objective of the lesson was. With the knowledge of the objective, the students would've understood the end product more clearly.
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text" value="3.0"/> 4.0	
Connects core content to relevant,		1.0 <input type="text" value="2.0"/> 4.0	It would've been beneficial, within the opener, to talk about

Criterion	Description	Score	Comments
real-life experiences and learning tasks			the necessity of fractions in our every day life.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.5"/> 4.0	Super Job!
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="1.5"/> 4.0	Be careful not to spoon feed students. When coming upon a difficult part, don't tell them the answer instead, this can be the area where the higher level thinking students can be challenged.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Uses assessment data to inform planning for instruction		1.0 <input type="text" value="n/a"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="n/a"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	Great to see you use all the senses within your lesson: auditory, visual and tactile.
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="3.0"/> 4.0	
Differentiates instruction for a		1.0 <input type="text" value="1.5"/> 4.0	Activity needed to challenge the higher end thinkers?

Criterion	Description	Score	Comments
variety of learning needs			
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Bridget, you seemed very open to any suggestions given hopefully you are able to incorporate them into future lessons.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	Self reflection, at the end of a school day, is so beneficial to making you a better teacher. Learning never ceases Bridget, and continually be on the lookout for ways to change up your lessons to better fit your students' needs.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="n/a"/> 4.0	
Demonstrates commitment to the profession		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	You seemed very comfortable discussing your lesson with Mrs. Power.

Annotated Documents

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