



Assessment Details

3.3 Kopp, Tayler

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✓ TYPE Manual

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☰ TOC n/a

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📄 INSTRUMENT [Practicum 1 EDU 300 FINAL Evaluation Rubric](#)

👤 ASSESSOR [Hager, Sheila](#)

OVERALL COMMENT: Tayler, it has been a pleasure to help you through Practicum 1. It was enlightening to see how many of your weaker areas were strengthened by your second observation. You have a good start to your educational career; may you continue with beneficial and good experiences!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	You did a good job of leading the students through a review without spoon feeding. It would be beneficial for you to walk around the room more so you can access what is being said in their turn and talks.
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	Throughout your lesson, you engaged all students using all 3 senses of tactile, visual and auditory! Good job.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Giving clear instructions before students are up and moving throughout the classroom is vital to prevent the activity from being chaotic. This classroom has been very well trained to be responsible for their behavior, but that isn't always the case.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Good behavior move to just tap one student's folder to get him back on task. Again, this room is so well behaved that you didn't need to respond to any unruly behavior, but since that isn't always the case, do some studying on this on what you could do to return a class to its task.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	You followed Bloom's Taxonomy very well, therefore effectively teaching the standard at hand. In reflection, you had a great idea of how to close it up even further of using an exit slip.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	Using a game to review a concept is always a fun way for students to learn.
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	As discussed, your T chart could be used for a summative, if you wouldn't have gone through all the answers; it's still a good form of assessment though.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on! So important to surround your lesson plans on the standards so students have been introduced to all that is the basis of their education.
Collaboratively designs instruction		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	Through reflection, it is now understood that your differentiation in your lesson plan talks about how you, as the educator, can challenge those high rollers, or how you can make your lesson easier to understand for the lower academic students.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	So open to new ideas and suggestions.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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