



Assessment Details

2.5 [Patterson, Elizabeth](#)

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ASSESSOR [Conlon, Tom](#)

TYPE Manual

TOC n/a

INSTRUMENT [EDU 400 Practicum II Rubric](#)

OVERALL COMMENT: This class of 25 students presents itself as very talkative and energetic. Libby might want to consider spending some of her free time in observing and working with these students more during the following weeks. This might help Libby in her future when she has a similar class, it would help the teacher better serve the students, and of course help the students as they would have an additional "teacher".

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	Elizabeth developed and implemented an appropriate grade level addressing state standards.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	This particular lesson was a whole group lesson that did not address individual differences
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="2.5"/> 4.0	Libby appears to recognize the cultural and ethnic differences among the students and seems to have a compassion and understanding of the students needs.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="2.5"/> 4.0	

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 <input type="text" value="2.5"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.0"/> 4.0	Libby seems to be working hard at developing and an enganging learning enviornment.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	Libby communicates clear student behavior expectations but needs to develop strategies to further insure the students follow them. In today's lesson, in her desire to complete the lesson in a timely manner, she might have done better to slow down and wait for the students getting their full attention before moving on.
Responds appropriately to student behavior		1.0 <input type="text" value="2.0"/> 4.0	Libby seems to have a passion for teaching and a want to be a teacher that is perceived by the students to be nice. She needs to realized that at times a tough love can be most beneficial.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text" value="n/a"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Libby's lesson incorporated all the steips of an effective lesson. She began with a personal story as an Anticipatory Set, then established the purpose of the lesson, had the students up and moving to create a "time line" counting by 10's. A typical lesson would conclude with a summary or closure but to Libby's credit she concluded the lesson by talking about some students disruptive behavior and what she expected from the class with her future lessons.
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text" value="n/a"/> 4.0	

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	Tthis is a strength in this lesson as Libby told a personal story about herself in elementary school as it related to math and in addition she talked with the students about the value of math and how people use math in their everyday life.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.0"/> 4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="2.0"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="2.0"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	Libby had planned and implemented learning experiences aligned with learning goals and standards.
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	It appeared Libby has developed a good working relationship with the classroom teacher in an effort to address the needs of the students.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	Libby had planned an effective lesson addressing their math standard of counting by 10's.
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="n/a"/> 4.0	

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		n/a 1.0 <input type="text"/> 4.0	
Instructional practices reflect effective communication skills		2.5 1.0 <input type="text"/> 4.0	Libby uses effective communication as she works with the students but at times can over rely on things on catch phrases as she manages the classroom.
Uses feedback to improve teaching effectiveness		2.5 1.0 <input type="text"/> 4.0	Libby appears anxious for feedback and appears very interested in methods to improve.
Uses self-reflection to improve teaching effectiveness		2.5 1.0 <input type="text"/> 4.0	Libby presents herself as being very sincere and may worry a bit more than might be good for her.
Upholds legal responsibilities as a professional educator		n/a 1.0 <input type="text"/> 4.0	
Demonstrates commitment to the profession		2.5 1.0 <input type="text"/> 4.0	
Collaborates with colleagues to improve student performance		2.5 1.0 <input type="text"/> 4.0	

Annotated Documents

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