



Assessment Details

3.3 Patterson, Elizabeth

SUBMITTED 2017-11-27 10:01:11

ASSESSED 2017-11-27 18:29:46

ASSESSOR [Conlon, Tom](#)

TYPE Manual

TOC n/a











INSTRUMENT [EDU 400 Practicum II Rubric](#)

OVERALL COMMENT: None

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	This was a lesson presented in a first grade classroom about life cycles of a plant and addressed the specific growing needs of a plant. Elizabeth found a developmentally appropriate book to read to the students as well as a video the students readily related to.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Elizabeth had prepared for the lesson by bringing in actual seeds of different sizes and types for the students to observe. She then led a short discussion on the differences of the seeds and the type of plant.
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="3.5"/> 4.0	Elizabeth appears to set high standards of learning for each student in a fair and consistent setting.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	The learning environment appears to be one built on respect for each student.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	Elizabeth appears very mindful of setting structures within her lesson that would promote student engagement.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	Elizabeth clearly explained her expectations of the class as well as what they could expect within the lesson. By doing this, students appeared ready to learn. In addition, Elizabeth used classroom management strategies effectively using "wait time" for the students to get back on task, She also incorporated management strategies the classroom teacher uses.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	Elizabeth moved throughout the room reinforcing learning as well as redirecting students as needed both as a class or as individuals.
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="3.5"/> 4.0	Elizabeth incorporated the steps of an effective lesson. She began the lesson with a great Mental Set as she talked with the students about what they would be learning and what they would be doing. She then led them through the lesson parts of Input, Checking for Understanding, Guided and INdependent Practice.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="4.0"/> 4.0	Elizabeth planned a most engaging lesson including an age appropriate book she read to the students, followed by a short engaging video, and then held all the students attention with a chart she had developed.
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text" value="n/a"/> 4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.5"/> 4.0	The students readily related to the seeds Elizabeth had gathered and brought to the classroom.

Criterion	Description	Score	Comments
Designs activities where students engage with subject matter from a variety of perspectives		1.0  4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0  4.0	
Uses multiple methods of assessment		1.0  4.0	Elizbeth used a "thumbs up/down" quick method to assess learning, she also moved throughout the room monitoring student learning and involvement, and also had a worksheet to assess student learning.
Connects lesson goals with school curriculum and state standards		1.0  4.0	This lesson directly corresponded to the school curriculum and state standards.
Uses assessment data to inform planning for instruction		1.0  4.0	The classroom teacher asked Elizabeth to teach a lesson on life cycles. Elizabeth reviewed the state standards for first grade students and developed this unique and engaging lesson.
Adjusts instructional plans to meet students' needs		1.0  4.0	
Collaboratively designs instruction		1.0  4.0	Elizabeth appears to work very well with the classroom teacher and they have developed a mutual respect for one another.
Varies instructional strategies to engage learners		1.0  4.0	Elizabeth incorporated many instructional strategies within this lesson as mentioned above.
Uses technology appropriately to enhance instruction		1.0  4.0	Elizabeth used technology effectively in this lesson.
Differentiates instruction for a variety of learning needs		1.0  4.0	This was a classroom wide teaching lesson, Elizabeth moved throughout the classroom individually supporting students while they worked independently.

Criterion	Description	Score	Comments
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	Elizabeth appears to effectively communicate with each student.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Elizabeth seems to be very sincere about her teaching with a strong desire to do her best. She is very interested in receiving feedback and adjusting accordingly.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Elizabeth is very adept at self reflection and discusses that freely.
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="3.5"/> 4.0	
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.5"/> 4.0	

Annotated Documents

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