



# Assessment Details

## 2.9 Mosbrucker, Paige

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ASSESSOR [Conlon, Tom](#)

TYPE Manual

TOC n/a

INSTRUMENT [Practicum 2 EDU 400 MIDTERM Evaluation Rubric](#)

**OVERALL COMMENT:** In today's lesson Paige had planned various activities and had materials the students would need to complete the tasks readily available. In addition, she planned individual work and collaborative activities, all of which are sound educational activities. However, the standard for this fifth grade lesson was narrow in scope, to construct and interpret a historical timeline. Though the students were engaged in the good educational activities that surrounded the standard, they were not able to complete the task of constructing the timeline by the end of the class, which was the standard being addressed. In the future, Paige will want to plan her lessons to make sure the students master the standard, and if time allows, she can incorporate the supporting activities.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Paige planned various activities that all seemed to be developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	On this lesson on historical timelines Paige will want to consider beginning the lesson talking about time lines in general and then the significance of time lines in a historical perspective in order to understand the students prior knowledge, from there, she can adjust the planned lesson accordingly.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Paige exhibits a fairness to each student and set high expectations with a belief all students could achieve.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	Paige promoted a safe and respectful environment in her approach to students.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	This was a strength area for Paige as the students were very engaged in the various activities she had planned.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Paige was clear with her expectations for student behavior and she did not need to repeat them as the students were so engaged.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	The students were engaged while working on their assigned tasks as Paige had planned..In Paige's desire to support the cooperative group as they reported out to the class, she seemed to not realize many of the students in the other groups remained absorbed in their own work and appeared to not be listening. Paige will want to be aware of this in the future.
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	Paige will want to further develop the individual steps of a lesson. In this lesson on time lines, one will want to Review student knowledge about time lines, introduce as a Mental Set, what the learning will be about and what will be expected from the students. One could have constructed a Model time line of what would be expected of the students. From there some Guided Practice and then followed by Independent Practice and a Closure or summary.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0	As Paige prepares lessons she will want to focus on the standard and the expected student learning of that standard.

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	
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	Paige used technology appropriately as she had found a web site and directed the students to use it to support their learning.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	Paige planned and used the technique of collaborative learning effectively in this lesson.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	There were many methods Paige used to assess the students including paper and pencil tasks and students orally reporting to the class.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="2.5"/> 4.0	The lesson goals were connected to state standards and school curriculum but they became a bit lost with the extra activities.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	Paige moved throughout the room and assisted and adjusted to meet the students needs.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	To Paige's credit, she had planned and used many engaging instructional strategies. She will learn one's time is better spent on staying to the standard first and then planning additional activities as time permits.
Differentiates instruction for a variety of learning needs		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	Paige appeared genuinely interested in receiving feedback on her effectiveness.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Paige recognized the students were engaged and attentive but was disappointed the students ran out of time and did not finish their time lines.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="n/a"/> 4.0	

Annotated Documents

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