



# Assessment Details

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TYPE Manual

TOC n/a

INSTRUMENT EDU 300 Practicum I Rubric

**OVERALL COMMENT:** Paige, the broad knowledge of students continues to amaze me. As a teacher, you have all avenues of the spectrum that you are working with. Be ready to challenge your high rollers and spend a bit more time with the struggling or behavioral students. The more you have built into your lesson, the less you have to think on your feet during the actual lesson.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	Challenge those high rollers with more difficult materials.
Accounts for differences in students' prior knowledge		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	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Your lesson flowed from one step to another. The use of a magic wand was very clever and added an extra touch to flow right into the game.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	Remember that you are in control of the classroom. Your classroom was on the noisy side ... when you asked for quiet, they were not. Repeat once, then practice the desired outcome.

Criterion	Description	Score	Comments
Responds appropriately to student behavior		1.0 <input type="text" value="2.0"/> 4.0	Don't ignore when noise level, or activity of students is unacceptable.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Nice blend of board work/ reading story/ game to teach long a sound.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Your multiple assessments of discussion, game, and worksheet give you a good basis of what the students know about long a.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 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	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.0"/> 4.0	To challenge your high rollers, the activity needs to be more than having them work with their peer students. So as not to have to think on your feet, write right in your lesson plan how to challenge your higher level thinking students.
Instructional practices reflect effective communication skills		1.0 <input type="text" value="2.5"/> 4.0	When listening to students' responses, comment on their responses so they know you are listening to what they have to say.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	In reflection time, you knew that classroom management and story part of lesson needed work on. Reflecting on your lessons will be a very beneficial way of improving your skills to best fit your students.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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