



Assessment Details

2.7 Mosbrucker, Paige

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👤 ASSESSOR Hager, Sheila

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☰ TOC n/a

📄 INSTRUMENT EDU 300 Practicum I Rubric

OVERALL COMMENT: Paige,, you were well planned and prepared for your lesson today. It had a nice flow to it going from one activity to another. I commend you for designing it after a speech: grabber, body of lesson, and closure. (what a great colleague you have in your mom, to assist you!) You are only in the beginning stages of this teaching journey. You have lots to discover, learn and experiment with ...enjoy absorbing all that you can as you go through this week. I look forward to observing you in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	Your lesson was very much at an appropriate level, but you need to integrate higher level practices for your high roller thinkers.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	You blended their previous knowledge right into your lesson by using it as a review for your grabber good job.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="2.5"/> 4.0	Make sure that you change up your compliments so students feel they are actually noticed. If you say the same thing to all, 'good job', students will tune that out.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Students were constantly involved throughout this lesson, with discussions going on whether that was at their tables, on the rug, through board talk or working on active board nice combination.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	State desired behavior, then follow through. If students are not responding to that request, reteach it/ show what it looks like, sounds like, etc.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	Be assertive when wanting the students to change up behavior that doesn't mean your voice has to get extra loud; just make it so they know you are in control and this is what you want to see happen.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	You definitely succeeded in teaching/reviewing the short a sound and ck blend.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Nice flow to your lesson.
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	Without realizing it, you had numerous assessments going on throughout this lesson. If asking students to do a worksheet for you, always collect, and respond, for then they know it is important for them to do their best.
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	It would be difficult to judge this one, because it talks about you using previous information from assessments to plan and customize your instruction. When you have your own classroom, using your day to day assessment will become vital in planning for differentiation within your lessons.
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	Challenge those high rollers by having an activity built right into your lesson plan. As we discussed, when you see students struggling with an activity, you can lessen their frustration by giving them a lesser load, or by pairing them up with a peer, etc.

Criterion	Description	Score	Comments
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	When teaching, always try to incorporate all senses of auditory, tactile and visual so you are building all students' learning strengths.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.5"/> 4.0	This will become a mainstay in your daily teaching: what were the pros and cons of my lesson? How can I make it better for my students' needs and my comfort zone? The more honest you are about the lesson, the higher level of teaching you will achieve.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	As an educator, you will always be held to high standards of professionalism, not just within the building, but out in society as well.
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	Your main focus of every day is your students' progress. Working together with an extensive educational team will give you ways to find that success level for your students.

Annotated Documents

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