



Assessment Details

2.6 [Nistler, Rachel](#)

SUBMITTED 2017-09-21 15:22:19

ASSESSED 2017-09-29 18:41:58

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="2.0"/> 4.0	This was a lesson in first grade addressing the standard that students would be able to explain the purpose of rules. Rachel is to be given credit for developing a unique lesson including a unique Mental Set, but it appeared a bit confusing for first grade students as students did not seem to understand.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	Rachel seemed aware of student differences and made adjustments accordingly.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="2.5"/> 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	Rachel demonstrated respect for all students and had high expectations for all students.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	This was a strength area in this lesson as Rachel strived for a safe and respectful environment for all the students.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	Rachel is able to effectively communicate her behavior expectations for the students. She will benefit by slowing down some to make sure the students are meeting her expectations before she moves on.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	Rachel will want to explore strategies to help individual students follow directions without specifically calling them by name while in a whole class setting. She might want to sit/stand close to the student as proximity can make a difference and in this way it can be a simple one to one discussion. She may also want to explore giving the student making wrong decisions, chose of alternatives to assure compliance.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text" value="n/a"/> 4.0	

Criterion	Description	Score	Comments
Effectively teaches subject matter		<div style="text-align: center;">2.5</div> <div style="display: flex; justify-content: space-between;"> 1.0 <input style="width: 100px; border: 1px solid black;" type="text"/> 4.0 </div>	<p>This was a lesson to help students understand and be able to explain rules. It appeared Rachel confused rules with directions in the introduction and some of this confusion lingered into the Input portion of the lesson. Before beginning the Independent portion of the lesson, Rachel will want to be mindful of Guided Practice. With first grade many times a teacher will need to thoroughly model the student expectations.</p>
Guides mastery of content through meaningful learning experiences		<div style="text-align: center;">2.5</div> <div style="display: flex; justify-content: space-between;"> 1.0 <input style="width: 100px; border: 1px solid black;" type="text"/> 4.0 </div>	
Integrates culturally relevant content to build on learners' background knowledge		<div style="text-align: center;">n/a</div> <div style="display: flex; justify-content: space-between;"> 1.0 <input style="width: 100px; border: 1px solid black;" type="text"/> 4.0 </div>	
Connects core content to relevant, real-life experiences and learning tasks		<div style="text-align: center;">2.5</div> <div style="display: flex; justify-content: space-between;"> 1.0 <input style="width: 100px; border: 1px solid black;" type="text"/> 4.0 </div>	<p>Rachel led a whole group session on the importance of rules and what could happen if particular rules were not followed.</p>
Designs activities where students engage with subject matter from a variety of perspectives		<div style="text-align: center;">2.5</div> <div style="display: flex; justify-content: space-between;"> 1.0 <input style="width: 100px; border: 1px solid black;" type="text"/> 4.0 </div>	<p>Rachel prepared an appropriate activity to follow up on the discussion and the students appeared engaged.</p>
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		<div style="text-align: center;">2.5</div> <div style="display: flex; justify-content: space-between;"> 1.0 <input style="width: 100px; border: 1px solid black;" type="text"/> 4.0 </div>	

Criterion	Description	Score	Comments
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Rachel observed the responses in the whole group activity, moved throughout the classroom monitoring and assisting students, and had a paper activity she could use to assess learning.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was directly written to address a state standard.
Uses assessment data to inform planning for instruction		1.0 <input type="text" value="n/a"/> 4.0	This was a one day lesson and did not require pre lesson assessment.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="n/a"/> 4.0	See above
Collaboratively designs instruction		1.0 <input type="text" value="n/a"/> 4.0	Not sure.
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.5"/> 4.0	Rachel appeared to use various instructional strategies.
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="n/a"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="n/a"/> 4.0	
Instructional practices reflect effective communication skills		1.0 <input type="text" value="2.5"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Rachel appeared very receptive to receiving feedback on improving instruction.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Rachel presents herself as being very sincere in doing her best. In our discussion, she stated she had done very well in her previous teaching lessons this week and was disappointed that this was not as effective as she had hoped.
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="3.0"/> 4.0	Rachel appears most dedicated in her educational journey.
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="2.5"/> 4.0	

Annotated Documents

Comments on Page Content