



Assessment Details

3.0 [Tollerud, Kaylee](#)

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

TOC n/a

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

OVERALL COMMENT: Thank you for allowing me to observe you. As discussed in reflection, the basis for your lesson on balance was good/ using the textbook to guide you. After using student book, and to peak students' interest in the topic, step out of that realm and broaden the topic using technology, hands on activities, movement, etc. Enjoy this week in the classroom and I look forward to visiting with you again after Thanksgiving.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	Activity done for understanding of balance was age appropriate.
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	
Uses knowledge of students' socioeconomic, cultural and ethnic differences		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	

to meet learning needs			
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	Your warm smile and level of voice when speaking with students is very welcoming to all.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.5"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	Using student book is a basis for the lesson ... using same standard, expand the idea using different methods.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	You were stern, but confident, not confusing, when redirecting.
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	As discussed in reflection, broaden your lesson plan with technology, movement, etc.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0	Expand your topic.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	Using the tight rope walker in the circus was a good correlation to the topic of balance.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.5"/> 4.0	Variety is key.
Uses relevant content to engage learners in innovative		1.0 <input type="text" value="2.5"/> 4.0	Your time frame was 30 minutes and you used only 15 ... since it was Science, as we discussed in reflection, intertwine different

thinking & collaborative problem solving			terms, perhaps using hypothesis to determine which has more balance, then do an experiment to prove it.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	Standard discussed using a physical model. You did one model with students, using the concept of balance; as the students were reading within their textbooks, there were numerous examples that the students could've tried out.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.5"/> 4.0	Varies is key here.
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="3.5"/> 4.0	Very open to suggestions to improve your teaching experiences.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="4.0"/> 4.0	Very professional in the presentation of your lesson, in your communication with students and adults and in your dress.

Annotated Documents

Comments on Page Content

