

# Assessment Details

1.6 [David, Christine](#)

 SUBMITTED 2019-02-04 09:23:08

 ASSESSED 2019-02-05 23:40:33  Results Seen 2019-02-06 23:15:19

 ASSESSOR [Currie, Kevin \(external\)](#)


 TYPE Manual

 TOC n/a



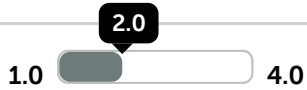
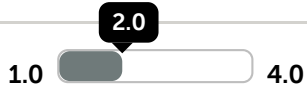

 INSTRUMENT [Practicum 2 EDU 400 MIDTERM Evaluation Rubric](#)

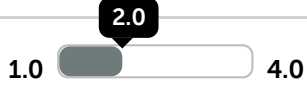


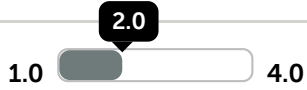


**OVERALL COMMENT:** Miss David had a good grasp the decimal concepts that she taught during her mathematics lesson. She used a variety of strategies and methods for students to work with the decimal equations. She led a whole group discussion followed by students working individually or with partners. She walked around the classroom to check for student understanding and to assist students as needed. Many side conversations were occurring throughout the lesson and work times; I'll be looking to see how Miss David addresses the amount of talking during my second observation visit.






## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0  4.0 <b>2.0</b>	Miss David had the students interacting with the numbers, incorporating movement associated with the values. Students were actively engaged in completing decimal equations individually and as a whole group. Students were asked to complete grade level appropriate math equations using a variety of methods. As Miss

			David assembled the students together to go over their work, she provided to helpful strategies for adding decimals dealing with "lining up the decimals" and "placing zeros behind whole numbers to keep values aligned.
Accounts for differences in students' prior knowledge		<p>A horizontal scale from 1.0 to 4.0. A dark grey slider is positioned at 1.5, with a callout bubble above it containing the number 1.5.</p>	The decimal lesson was a continuation of concepts the students have already been taught.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		<p>A horizontal scale from 1.0 to 4.0. A dark grey slider is positioned at 1.0, with a callout bubble above it containing the number 1.0.</p>	As this is Miss David's second day in the classroom, she is not yet familiar with students' differences and how they affect learning needs.
Exhibits fairness and belief that all students can learn		<p>A horizontal scale from 1.0 to 4.0. A dark grey slider is positioned at 1.5, with a callout bubble above it containing the number 1.5.</p>	Miss David asked a variety of students to respond throughout the course of the lesson. Mostly called on students raising their hands. A "cold call" strategy would have been useful to check the students understanding of decimal concepts.
Creates a safe and respectful environment for learners		<p>A horizontal scale from 1.0 to 4.0. A dark grey slider is positioned at 2.0, with a callout bubble above it containing the number 2.0.</p>	Miss David called some students by the wrong name, but she was quick to apologize and ensure students that she would learn their names quickly (second day in the classroom). Very positive interaction with the students throughout the course of the lesson.
Structures a classroom environment that promotes student engagement		<p>A horizontal scale from 1.0 to 4.0. A dark grey slider is positioned at 2.0, with a callout bubble above it containing the number 2.0.</p>	Miss David had the students interacting with the numbers, incorporating movement associated with the values. Students were asked for verbal and written responses to show

			<p>content knowledge.</p> <p>Students were working on equations at desks with markers and laminated sheets while Miss David worked through equation on ActivBoard.</p>
Clearly communicates expectations for appropriate student behavior		<p>1.0  4.0</p>	<p>Miss David stated during an unstructured time for the students to, "Keep volume at a level 1, please."</p> <p>Miss David used a management strategy the students were familiar with to bring whole class to attention .</p>
Responds appropriately to student behavior		<p>1.0  4.0</p>	<p>Many sidebar conversations were occurring throughout course of the lesson without Miss David addressing them. Did students miss instructions/expectations based on this occurring?</p>
Effectively teaches subject matter		<p>1.0  4.0</p>	<p>The students reviewed their basic knowledge of decimals and were asked to complete decimal addition problems. Both are grade level appropriate mathematics concepts for the students. Miss David had a couple of moments of confusion during her lesson, but either figured out problem herself or student assisted with clarification.</p>
Guides mastery of content through meaningful learning experiences		<p>1.0  4.0</p>	<p>Students were asked to complete decimal equations/problems related to the the concepts taught using a variety of strategies.</p>
Connects core content to relevant, real-life experiences and learning tasks		<p>1.0  4.0</p>	<p>Decimal lesson wasn't connected to any real-life relevance or experiences. I'd suggest tying to real-life experiences for students when teaching decimals.</p>

			How can they, how have they, used decimals in their daily lives already?
Designs activities where students engage with subject matter from a variety of perspectives			Students are standing in classroom moving left or right based on rounding the value of the decimal. They completed decimal equations as a whole group, individually, and with partners using marker boards, worksheets, and the ActivBoard.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving			Students were partnered with each other to work on solving decimal equations/problems collaboratively.
Uses multiple methods of assessment			Students provided verbal responses for immediate formative assessment. They also completed worksheets to show understanding.
Connects lesson goals with school curriculum and state standards			State standard for reading, writing, and comparing decimals listed in lesson plan. Students worked on adding decimals, so this state standard could be added to lesson plan as well.
Adjusts instructional plans to meet students' needs			Miss David asked if students understood the equations she was asking them to complete individually; they responded that they were still having a little trouble, so she worked additional problems as a whole class. Miss David had students who were comfortable with the decimal concepts partner with students who were still having difficulties understanding the concepts.
			

Varies instructional strategies to engage learners			Students interacted with the decimals through movement, worked on problems at their work stations individually, and completed problems written on the ActivBoard.
Differentiates instruction for a variety of learning needs			Lesson plan has differentiated instruction strategies listed for use throughout the lesson. Miss David had students who were having difficulty with decimal concepts pair with students who had an understanding of the concepts.
Uses feedback to improve teaching effectiveness			Miss David taught a lesson the previous day; her cooperating teacher suggested that she work on her classroom management strategies. Miss David walked around the classroom monitoring students while they worked with their partners at their work stations.
Uses self-reflection to improve teaching effectiveness			More adding decimals than reading, writing, and comparing them. Acknowledged that they were getting noisy, but it was related to lessons. Having materials ready to go prior to the lesson.
Upholds legal responsibilities as a professional educator			Miss David is professionally dressed for her practicum experience. She was prepared to teach her lesson on time.

Annotated Documents

Comments on Page Content

