

Assessment Details

3.1 David, Christine

 **SUBMITTED** 2018-03-11 16:42:03

 **ASSESSED** 2018-03-12 16:41:12  **Results Seen** 2019-01-05 01:07:21

 **ASSESSOR** Conlon, Tom

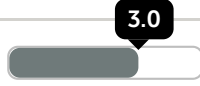

 **TYPE** Manual






 **TOC** n/a


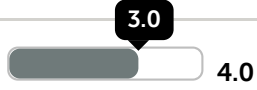

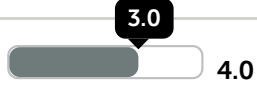



 **INSTRUMENT** [Practicum 1 EDU 300 FINAL Evaluation Rubric](#)



OVERALL COMMENT: Christine's lesson was well designed including the steps of an effective lesson, from the Mental Set to Summary. Christine used the Active Board effectively, as a visual focus for students and used an appropriate video that corresponded directly to the lesson objective. It appears the next step for Christine is in her communicating with the students. At this point, Christine appears a bit mechanical in her approach with an overriding desire for the lesson to go as planned. Though this is course important, one needs to balance this with building relationships with the students. Research demonstrates that the most important factor in student success is the relationship between the teacher and the student. This is not to say that Christine was not reassuring and positive with the students but that she appeared more focused on the lesson itself than the students responses within the lesson.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0  4.0	This lesson on comparing and contrasting appeared to be developmentally appropriate for this second grade classroom.
Accounts for			This was an initial lesson on

differences in students' prior knowledge			<p>this concept and Christine began with a discussion defining student background knowledge and had prepared a poster for the students to compare and contrast.</p>
Exhibits fairness and belief that all students can learn			<p>Christine exhibits a fairness for each student and sets high standards for them.</p>
Structures a classroom environment that promotes student engagement			<p>Christine used the Active Board effectively to enhance the learning and focus student attention. She incorporated students movement and involved the students using collaborative learning effectively.</p>
Clearly communicates expectations for appropriate student behavior			<p>As Christine plans her lessons she will want to be sure to give the students clear directions of her expectations of student work, and of student behavior. She will want to include what she expects of the students when their work is completed to eliminate any student confusion. Many times these expectations can be visually posted as a reminder to students.</p>
Responds appropriately to student behavior			<p>Though Christine responds appropriately to student behavior, she may want to build and expand on her responses some. Rather than simply acknowledging a correct response, at times it is important to embellish upon them some. Examples: "Wow, great answer", or in an initial lesson like this, to say something like, "we are just getting started and I can tell we are going to have a</p>

			great week with this...", or when the student thought she could use a Venn Diagram to explain her answer, you could say, "I thought about that too, and we are going to be doing a Venn Diagram in a little bit, that was really good thinking".
Effectively teaches subject matter		1.0  4.0	Christine incorporated student movement, collaborative learning, Active Board, a video and poster to further enhance the lesson.
Guides mastery of content through meaningful learning experiences		1.0  4.0	Though Christine planned and modeled the student expectation for the lesson, there still seemed to be some student confusion. To do this introductory lesson again, it might have been more effective to simply further develop the Venn Diagram portion of the lesson and expand to the sentence writing in a subsequent lesson.
Uses multiple methods of assessment		1.0  4.0	Christine monitored the whole class discussion, moved throughout the collaborative groups, and had paper pencil activity to assess learning.
Connects lesson goals with school curriculum and state standards		1.0  4.0	The lesson was directly correlated to school curriculum and state standards.
Collaboratively designs instruction		1.0  4.0	The lesson appeared to be collaboratively designed with the teacher.
Differentiates instruction for a variety of learning needs		1.0  4.0	
			

Uses feedback to improve teaching effectiveness			Christine appears to be very sincere in receiving feedback on her teaching.
Uses self-reflection to improve teaching effectiveness			Christine appeared to be very accurate in her reflection on her teaching.

Annotated Documents

Comments on Page Content