



Assessment Details

2.7 Guilbert, MaryJo

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

TOC n/a

INSTRUMENT [EDU 400 Practicum II Rubric](#)

OVERALL COMMENT: MaryJo, you had a good lesson planned today, and even though it didn't go as planned, you knew which areas needed work on at your reflection afterwards, Hopefully you came up with some good ideas to tweek the plan. Remember, that it is more important that the students understand the lesson at hand, and are respectful during the teaching of that lesson, then it is to make sure you 'fill' the time or get through the lesson. As an educator, learning never ceases and you will continually be on the lookout for ways to change up your lessons to better fit your students' needs. For the next observation, remember that organization will help you become a better teacher, so have your checklist finished, get your schedule in on time, and work your lesson plan so you have numerous activities ready to go along with differentiation worked right in the lesson.

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>	
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 2.5 </div>	Needs to have differentiation practices in place.

<p>Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Exhibits fairness and belief that all students can learn</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Creates a safe and respectful environment for learners</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Structures a classroom environment that promotes student engagement</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Numerous students had a difficult time staying on task. More behavior management techniques need to be in place.</p>
<p>Clearly communicates expectations for appropriate student behavior</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>In using behavior management techniques, be more assertive. You are in control of the classroom; that doesn't mean your voice needs to change but your actions and tone need to be more assertive.</p>
<p>Responds appropriately to student behavior</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>You use a very positive nature within your classroom, but when using a behavior management technique, you need to follow through. EX: if counting from 5 - 4-3-2-1-, what happens at 1 when talking/moving is still going on?</p>
<p>Guides learners in using technologies in appropriate, safe, and effective ways</p>		<p>1.0 <input type="text" value="n/a"/> 4.0</p>	<p>Students did not engage in any technology usage.</p>
<p>Effectively teaches subject matter</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>More teaching of the money skill needed to be done before having them go to game activity. There are numerous money activities out there to challenge their minds.</p>
<p>Guides mastery of content through</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Fun activities planned ... really liked the game you planned; but</p>

meaningful learning experiences			it got too long ... need to switch it up for your to keep flowing.
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text" value="3.0"/> 4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.5"/> 4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="2.0"/> 4.0	Within your lesson plans, develop challenging activities for the higher rollers; that way you aren't trying to think on your feet, it is already planned out.
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	
Uses assessment data to inform planning for instruction		1.0 <input type="text" value="n/a"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="n/a"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	
		3.0	

Varies instructional strategies to engage learners		1.0 <input type="text" value="2.0"/> 4.0	Intermingled all senses into your lesson, engaging different learning styles of your students.
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="2.0"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.0"/> 4.0	Your game was a perfect way to differentiate: high rollers get more difficult amount of \$\$\$ to solve/ challenged learners get easier amount of money to solve.
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	It was very easy to reflect with you after your lesson. You were very open to any suggestions, absorbing everything like a sponge.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	One of the best things you can do, to improve your teaching, is go over the pros and cons of your lessons, to make them the right fit for your students.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	It is always important to conduct ourselves in a professional manner.
Demonstrates commitment to the profession		1.0 <input type="text" value="n/a"/> 4.0	
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents
 Comments on Page Content

