



Assessment Details

2.7 Guilbert, MaryJo

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ASSESSOR Dockter, Markelle (external)

TYPE Manual








TOC n/a

INSTRUMENT EDU 400 Practicum II Rubric

OVERALL COMMENT: MaryJo was a wonderful pre teacher who has a passion for helping everyone learn. She remains calm in various stressful situations and can be very flexible with what she needs to do. I think that MaryJo needs to give a few students some tough love and also her expectations for everyone need to be a little tighter. She did a great job waiting, but she can always find other ways to grab their attention so they don't tune her out, especially some very hard to reach students. She was a delight to have in my classroom and had a great rapport with the students. She talked to them at their level and helped them out when they needed.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	She always was willing to help students who needed support or assistance at their level of knowledge.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	
Uses knowledge		1.0 <input type="text" value="n/a"/> 4.0	

of students' socioeconomic, cultural and ethnic differences to meet learning needs			
Exhibits fairness and belief that all students can learn		1.0  4.0	
Creates a safe and respectful environment for learners		1.0  4.0	
Structures a classroom environment that promotes student engagement		1.0  4.0	Some students were having difficulty following certain steps or directions. Making sure that all are engaged can be a tough task, but maybe next time we can work on how to reach all students so they are successful.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	
Responds appropriately to student behavior		1.0  4.0	MaryJo has such a kind heart and I know it can be difficult to enforce certain expectations, but if you don't set clear expectations and follow through then it becomes more difficult for you as an educator to bring them back together or do what you need them to.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0  4.0	
Effectively teaches subject matter		1.0  4.0	MaryJo did a great job with the content and reaching the learners. She wanted them to learn so much and she had fun hands on ways of doing that!
		2.5	

<p>Guides mastery of content through meaningful learning experiences</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Integrates culturally relevant content to build on learners' background knowledge</p>		<p>n/a 1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Connects core content to relevant, real-life experiences and learning tasks</p>		<p>3.0 1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Designs activities where students engage with subject matter from a variety of perspectives</p>		<p>2.5 1.0 <input type="text" value="2.5"/> 4.0</p>	
<p>Uses relevant content to engage learners in innovative thinking & collaborative problem solving</p>		<p>2.5 1.0 <input type="text" value="2.5"/> 4.0</p>	
<p>Uses multiple methods of assessment</p>		<p>3.0 1.0 <input type="text" value="3.0"/> 4.0</p>	<p>You used a lot of assessment methods and ways to gather data. You used sticky notes, checklists, math book pages, and informal assessments by walking around and playing the game with students.</p>
<p>Connects lesson goals with school curriculum and state standards</p>		<p>3.0 1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Uses assessment data to inform planning for instruction</p>		<p>n/a 1.0 <input type="text" value="3.0"/> 4.0</p>	<p>We were unable to get to this due to the lesson only occurring once.</p>

Adjusts instructional plans to meet students' needs		<p style="text-align: center;">2.0</p> <p>1.0 <input type="text" value="2.0"/> 4.0</p>	
Collaboratively designs instruction		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	MaryJo always worked with me to see if what she was teaching was what the students needed to know.
Varies instructional strategies to engage learners		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	
Uses technology appropriately to enhance instruction		<p style="text-align: center;">2.0</p> <p>1.0 <input type="text" value="2.0"/> 4.0</p>	She used the document camera, but I didn't observe any other form of technology.
Differentiates instruction for a variety of learning needs		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	
Instructional practices reflect effective communication skills		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	
Uses feedback to improve teaching effectiveness		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	She was very receptive to our reflections and used those to adjust items in her lessons.
Uses self-reflection to improve teaching effectiveness		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	
Upholds legal responsibilities as a professional educator		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	
Demonstrates commitment to the profession		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	
Collaborates with colleagues to improve student		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	

performance			
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Annotated Documents

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