



Assessment Details

2.9 [Horgan, Rachel](#)

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 400 B2

TOC n/a

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

OVERALL COMMENT: Rachel, you were very organized for your lesson today. It had good life experience thoughts entwined in it. With how active your classroom is, you need to be prepared with many different ways of keeping them on task. Make sure, that when you are asking for a certain behavior that you wait for that behavior to occur, and practice if necessary. Your 3 weeks in this classroom will go by quickly. I look forward to observing you in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Grade appropriate
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	Use a grabber to dig in their brains to see what knowledge they have of the standard at hand.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 <input type="text" value="2.5"/> 4.0	Respect of each other: perhaps this rule should've been added to their chart of rules, so it could be discussed of what it looks like; sounds like, etc.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Your lesson was very student oriented.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	During reflection time, we were able to discuss how to bring students' back on task. Remember to be very clear on what you should hear and see during a classroom discussion and while at their group work. Make clear all your expectations of them and practice, if needed.
Responds appropriately to student behavior		1.0 <input type="text" value="2.0"/> 4.0	When asking for a desired outcome, make sure to wait until that outcome is accomplished before going on.
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	You created a good lesson plan. Make sure to always include a grabber and a closure to any lesson.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Throughout your lesson, the ideas were very well planned, it just got too long. Think on your feet, and switch things up when you know you are 'losing' their attention.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.5"/> 4.0	You related the lesson to both school and home; letting them identify with both areas of their lives.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.5"/> 4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="2.5"/> 4.0	Within a teaching day, be careful not to spoon feed your students, or they will eventually expect you to give out all the answers instead of them challenging their own brains.
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	You had numerous formative assessments going throughout your lesson.

Criterion	Description	Score	Comments
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on. Standards will be the driving point of creating all your lesson plans.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="2.5"/> 4.0	When seeing that you are losing the attention of the class, shorten what you're doing, or change it up to bring the students back to task. As a teacher, you will always be thinking on your feet.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	Challenge those high rollers
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Very open to suggestions.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Self reflection will be the way you improve yourself on a daily basis.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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