



# Assessment Details

**3.7** Delger, Erin

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**ASSESSOR** [Power, Kay \(external\)](#)

**TYPE** Manual

**TOC** n/a

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

**OVERALL COMMENT:** Erin, is a very sincere, caring teacher. As a Block 1 teacher, I felt she scored very high. She grew more and more confident each time she was teaching. She managed the students well and they liked and respected her. This scale is a 1-4.0 for a Block 1 student and she definitely scores at the higher end of this range.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0  4.0	Erin worked very hard to make sure that her lessons worked for the students that struggled and two of the students who were advanced.
Accounts for differences in students' prior knowledge		1.0  4.0	In part of a lesson that Erin presented, she found that the students had already done one of the strategies she was going to teach. She was able to transition to the next step and even go further than the lessons she had planned.
Exhibits fairness and belief that all students can learn		1.0  4.0	Erin was always very positive with each student and very encouraging. She gave many options for students to be successful.
Structures a classroom environment that promotes student engagement		1.0  4.0	All of Erin's lessons involved students engaging in conversation and/activities.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	Erin always posted on the board what was expected. She also had rubrics, checklists, and graphic organizers. She had the students reiterate what she expected before they started their work.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	Erin had no trouble managing the students in many different learning environments. Erin taught lessons most of the day.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	Erin got stronger and stronger each time she taught. She put a lot of research into her lessons and they were very good.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	Erin's choice of projects to support her teaching helped students retain what was being taught.
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	Erin used assessments such as; newsletter, a collaborative student made book, graphic organizers, collage, and a summative paragraph.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Awesome job! There was one day when her standards did not completely fit her lesson because she had to move to the next phase because the students already mastered the standard.
Collaboratively designs instruction		1.0 <input type="text" value="4.0"/> 4.0	Erin worked well with me to make sure she was covering all the areas I needed to teach. She asked for suggestions and was very flexible in making changes to her plans.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.5"/> 4.0	In the small amount of time Erin was here she was always aware of the students that needed more help and she worked well with them. A few times she did modify some of the work.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="4.0"/> 4.0	Erin was always open to feedback and always asked for suggestions after she taught a lesson.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="4.0"/> 4.0	Very much so. In fact, Erin is a little too hard on herself.

# Annotated Documents

## Comments on Page Content