



Assessment Details

3.2 Delger, Erin

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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

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

OVERALL COMMENT: Erin had a very well planned lesson that included all the steps to an effective lesson. She began with a well developed Anticipatory Set including sharing an "I can" statement with the students. She included the Input, Check for Understanding, Guided and then Independent Practice, and equally important included a Closure. Some of the students struggled with the overall concept of the lesson as Erin attempted to transition from Guided Practice to Independent Practice. In the future Erin will want to further adjust her instruction allowing for in depth instruction for those students that are struggling. In Addition: This observation was made the second day of the first round of Practicum II. After arrival and signing in at the office, I was approached by a specialist who wanted to show me the classroom where Erin was doing her Practicum teaching. As we walked to the classroom she told me Erin was a "natural teacher" and was "doing a fantastic" job. She went on to tell me the regular classroom teacher was sick and they could not get a substitute for the morning classes and that they had filled in with other professionals in the building and classroom aides. She said Erin just "kind of" took over and did an excellent job. This speaks well of Erin's character, her level of professionalism at this time, and also her training.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	This was a Math lesson on number lines presented to a first grade class. This was a challenging developmentally appropriate lesson.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	The students had been introduced to number lines in previous lessons presented by the classroom teacher making Erin aware of the student's prior knowledge.

Criterion	Description	Score	Comments
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="3.5"/> 4.0	Erin exhibits a fairness toward each student with a belief all students can learn.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	Erin modeled a respect for each student.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	Erin developed this highly motivational lesson which included various activities that were most engaging.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	At times Erin clearly communicated her expectations as the students transitioned from one activity to the next. At another time she was not as explicit in her directions which caused a need for redirection. Erin will want to actually visualize what she expects of the students in each transition and then clearly explain that to the students.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	At one point one of the students wondered away from the rest of the class at which time another student raised his hand to report this to Erin. To Erin's credit in this particular situation, Erin simply continued on with her instruction and after dismissing the other students back to their desks, Erin quietly redirected the one student. This was most effective as the student did not interrupt the other students' learning and did not receive attention, if that is what he was looking for, and if not he was not embarrassed by his own behavior.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	Erin had a very well designed lesson. See below.

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	Erin prepared four separate activities for this lesson including visual, auditory, physical movement, and kinesthetic modalities to support the learning.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.5"/> 4.0	Erin talked with the students about the purpose of a number line and when it might be useful. She also used the math term vocabulary word "Strategy" to remind the students this is a possible strategy they may use to solve math problems in the future.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.5"/> 4.0	Students were very much engaged in the group activities.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	The class worked collaboratively in solving math problems using a number line.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Erin monitored and assessed student learning in the group settings within the activities. She was also able to assess individual learning with a quick paper pencil assignment she had prepared.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was correlated to school curriculum and state standards.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="2.5"/> 4.0	The class appeared to be understanding the concept being taught. It did appear some of the students struggled more than Erin had planned for during the Independent Practice. Erin will want to be able to adjust for that in the future. For example, she may have other advanced activities for those students that were successful and regroup those students needing further instruction.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.5"/> 4.0	Erin incorporated many sound strategies and activities and the students appeared engaged.

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	See above.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Erin appeared most appreciative to receive feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Erin appeared very professional in discussing the lesson.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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