



Assessment Details

2.7 Nearing, Alexandra

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👤 ASSESSOR Conlon, Tom

✓ TYPE Manual

☰ TOC n/a

📄 INSTRUMENT EDU 400 Practicum II Rubric

OVERALL COMMENT: Alexandra appears to be off to a good start in Practicum II. Sshe appears to have a genuine desire and willingness to become a very good classroom teacher. She will want to take full advantage of this experience to learn and grow.

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 place value for 100's, 10's, and 1's addressing the appropriate standard for second grade students.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Alexandra paired the students in order to complete the prepared tasks and in that process students were able to support one another regardless of their individual developmental needs.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="n/a"/> 4.0	This is a relatively homogenous group of 11 second grade students attending a private school.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	
Creates a safe and respectful environment for learners		1.0 <input type="text" value="2.5"/> 4.0	

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Alexandra moves around the room monitoring and supporting student work, giving individuals as well as whole class positive feedback.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	Aalexandra will want to look to slow down some and communicate her expecatations of the students as she transitions from one activity to the next. Ttoday in the paired student activity one would expect, and she had students using an inside voice as they worked together. However, when she transitioned to an individual student activity the students seemed to continue to visit with one another as they had done previously and at which poiint the classroom teacher began to move thoughout the classroom helping students but also reminding them to work more quietly.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	At one point a student refused to shake hands with another student as requested and Alexandra simply porceeded with the lesson. This was probably correct at the time, as it could become a "scene" by singling the student out in front of the class for the inapropriate behavior. However, in the future, Alexandra will want to address this with that student privately in order to help that student with a more appropriate response and this would also help maintain the overall culture of the classroom as all students would respond appropriately to the teacher's instruction.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text" value="2.5"/> 4.0	Alexandra used the Smart Board effectively in her presentation.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	This was a strength area as Alexandra effectively incorporated the steps to an effective lesson including an Anticipatory Set, Set the the purpose, had proper Input, Checked for student understanding, allowed for Guided and Independent Practive. Sshe will want to include a Summary or Closure to lessons in the future.

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0	The students were extremely successful in the paired learning activity Alexandra had prepared as she reviewed previous knowledge with the students and modeled and provided guided practice before the students did their independent paired learning. She will want to incorporate those steps with each portion of the lesson as it appeared some students needed extra support when they completed their worksheet, which might have been prevented with more practice and checking for understanding.
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text" value="n/a"/> 4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="2.5"/> 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="3.0"/> 4.0	Students were very engaged and enthusiastic while working in their paired learning activity.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	It was interesting to observe how you had students monitoring each others work once it seemed all students were experiencing success. It appeared to be a very successful approach in this particular instance.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Uses assessment data to inform planning for instruction		n/a 1.0 <input type="text"/> 4.0	
Adjusts instructional plans to meet students' needs		2.5 1.0 <input type="text"/> 4.0	
Collaboratively designs instruction		2.5 1.0 <input type="text"/> 4.0	Alexandra planned the paired learning activity of this lesson and followed the direction of the classroom teacher in having the students complete a corresponding worksheet which demonstrates a positive working relationship with the classroom teacher.
Varies instructional strategies to engage learners		3.0 1.0 <input type="text"/> 4.0	Alexandra incorporated the Smart Board and a video into this lesson, while the students used individual white boards and completed a worksheet.
Uses technology appropriately to enhance instruction		2.5 1.0 <input type="text"/> 4.0	
Differentiates instruction for a variety of learning needs		2.5 1.0 <input type="text"/> 4.0	
Instructional practices reflect effective communication skills		2.5 1.0 <input type="text"/> 4.0	
Uses feedback to improve teaching effectiveness		2.5 1.0 <input type="text"/> 4.0	Alexandra presents herself as eager to do her learn and to do her best.
Uses self-reflection to improve teaching effectiveness		2.5 1.0 <input type="text"/> 4.0	In our exit conference Alexandra wondered how the classroom teacher was able to have the class reengage from one activity to another with ver little prompting. This was a very good insight and Alexandra will want to observe and discuss and then practice these strategies incorporated by the classroom teacher.
Upholds legal responsibilities as a professional educator		n/a 1.0 <input type="text"/> 4.0	

Criterion	Description	Score	Comments
Demonstrates commitment to the profession		1.0 <input type="text" value="3.0"/> 4.0	This appears to be a strength.
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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