



Assessment Details

2.7 [Kreidt, Krista](#)

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☰ **TOC** n/a

👤 **ASSESSOR** [Hager, Sheila](#)

☰ **INSTRUMENT** [EDU 300 Practicum I Rubric](#)

OVERALL COMMENT: Krista, the broad knowledge of students continues to amaze me. As a teacher, you have all avenues of the spectrum that you are working with. Be ready to challenge your high rollers and spend a bit more time with the struggling or behavioral students. The more you have built into your lesson, the easier it will flow, and the less you have to think on your feet.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	Your lesson was very much at an appropriate level, but you need to integrate higher level practices for your high roller thinkers.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	You blended their previous knowledge of main verbs right into your lesson by using it as a review for your new concept of helping verbs. good job.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	You changed up your lesson to engage students going from class discussion to activity at the end; but make sure that throughout all activities, students are in control of their behavior and the noise level remains acceptable so a learning atmosphere is created.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		2.0 1.0 <input type="text"/> 4.0	State desired behavior, then follow through. If students are not responding to that request, reteach it/ show what it looks like, sounds like, etc.
Responds appropriately to student behavior		2.0 1.0 <input type="text"/> 4.0	Be assertive when wanting the students to change up behavior ... that doesn't mean your voice has to get extra loud; just make it so they know you are in control and this is what you want to see happen.
Effectively teaches subject matter		2.0 1.0 <input type="text"/> 4.0	Create your lesson like a speech: grabber, teach, discuss, work, closure. As we discussed in reflection time, your lesson needed much more teaching segments to assist the students in their verb knowledge. Also, always close down a lesson so you leave students with what the content of your lesson was about.
Guides mastery of content through meaningful learning experiences		3.0 1.0 <input type="text"/> 4.0	Good to change up activity from classroom discussion to an activity around the room. As discussed, have all of your activity ready before the lesson begins.
Uses multiple methods of assessment		3.0 1.0 <input type="text"/> 4.0	Without realizing it, you had numerous assessments going on throughout this lesson. Looking through your final worksheet, you should be able to create your next lesson based off of the knowledge you learn from that sheet.
Connects lesson goals with school curriculum and state standards		3.0 1.0 <input type="text"/> 4.0	
Adjusts instructional plans to meet students' needs		n/a 1.0 <input type="text"/> 4.0	
Collaboratively designs instruction		3.0 1.0 <input type="text"/> 4.0	
Differentiates instruction for a variety of learning needs		2.0 1.0 <input type="text"/> 4.0	Challenge those high rollers by having an activity built right into your lesson plan. As we discussed, this was an easier one with the students creating sentences: high rollers longer thought out sentences; struggling students/ shortened sentences.

Criterion	Description	Score	Comments
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Very good self reflection ... you knew you needed to teach topic more extensively. Self reflection truly helps you better yourself as an educator, therefore finding the best possible way of teaching your students.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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