



Assessment Details

3.0 Binegar, Erica

SUBMITTED 2018-10-01 11:51:24

ASSESSED 2018-10-01 22:30:36 **Results Seen** 2018-10-01 22:42:48

ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

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

OVERALL COMMENT: To Erica's credit, she planned and prepared a creative lesson to have students collaboratively working to make a food chain. Erica had prepared necklaces for each student depicting a food or animal and the students were to align themselves within their group to create a food chain. Though it was somewhat successful, there appeared to be some confusion by the students on just how to complete the task. In the future, Erica will want to explore additional Modeling of her expectations for the lesson and Check further for Understanding and insert some Guided Practice before the students begin their Independent work.

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 lesson in a second grade classroom identifying how plants and animals are the same and different. The lesson appeared to be developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="n/a"/> 4.0	

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	Erica assisted the students both within their collaborative groups and individually as needed. Erica
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Erica communicates with each student in a clear and respectful manner.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	Erica demonstrates a respect for each student creating a healthy classroom environment.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	The students appeared engaged throughout the lesson.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Erica used classroom management techniques appropriately such as "1,2,3 eyes on me..." She also used wait time appropriately, for example waiting to have all eyes on her before continuing.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	This was Erica's first lesson to this second grade class. The teacher reported that this class has more students with behavioral issues than any she had had in her career. Erica appeared confident as she worked through the lesson with minor interruptions.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Erica began the lesson by reading a book to serve as a Mental Set for the lesson. She included an Objective and Input as she continued with the lesson and had a short Closure, all important components of an effective lesson. In the future she will want to Model her expectations for a lesson such as this and then Check for Understanding before moving into the activity.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Erica prepared a meaningful activity to enhance the learning.

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="2.5"/> 4.0	It did not appear the students were able to connect all the content to relevant, real-experiences. For example, Erica asked the students to write five things that they ate at their homes. This did not seem to connect to the activity nor did the students seem to be able to connect to the expected learning.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	Erica designed and prepared "necklaces" for each student as each collaborative group made their own food chain.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	Students were engaged within their groups and the actual physical movement also helped with their engagement.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	The students were to make their own food chain which Erica could assess and she also used a discussion as a closure to assess learning.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was aligned to school curriculum and state standards.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	Erica read a book to the students, prepared a Venn Diagram on the White Board, and prepared "necklaces" to use in Collaborative Groups.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	The overall lesson was designed to meet a variety of student learning needs.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Erica appeared appreciative to receive feedback.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Erica appeared to recognize strengths and areas she thought she could improve upon.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content