



Assessment Details

3.2 Binegar, Erica

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ASSESSOR [Conlon, Tom](#)

TYPE Manual

TOC n/a

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

OVERALL COMMENT: Erica incorporated all the steps to an effective lesson and the lesson was successful as the students met the objective. Erica used a strong Anticipatory Set as she reminded the students of their prior learning, what sequencing meant and read a short story that was loaded with key sequencing words. Her lesson Closure was also strong as she highlighted some of the student work they had done within the lesson and had the class raising their hands whenever they heard a key sequencing word. Many times educators forget these two important parts of the lesson, as they tend to want to get to the middle portions of the lesson including instruction, an activity, and student practice, when in fact, the beginning and ending of a lesson are equally important to its success.

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 Language Arts lesson on Sequencing presented in a second grade classroom. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	The class had done work previously on this topic and Erica held a review as the lesson began.

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	Erica exhibits a fairness for each student and challenges each of them to do their best. An example of this is was in the whole group setting when Erica called on a student and the student responded with a wrong answer. Erica did not dismiss the answer and go on to another student, but rather assisted the student in coming up with the correct response. This seemed to give the student a sense of accomplishment and more importantly, perhaps the confidence for the next time.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	This classroom appears to have a safe and and respectful environment.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	The students appeared engaged through the various activities Erica had planned.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Erica did not seem to need to communicate her expectations relative to student behavior as the students seemed to respond as she had intended.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Erica simply reminded students of what they were supposed to do on the few times she needed to redirect them.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Erica incorporated many research based strategies and activities within this lesson. She will now want to be sure to follow a process and go into more depth as appropriate. For example, in this lesson she could do more Modeling of the assignment in the Guided Practice portion of the lesson.

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	Erica used the Active Board in two separate activities to engage the students and had prepared an assignment guiding the students as they were to complete a writing assignment focusing on sequencing.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.5"/> 4.0	Erica used real-life examples in her presentation and a real-life type of assignment making the learning relevant. She will want to continue this and build off these strategies in the future.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	Erica will want to include plans in her lessons to extend learning for those students that complete their work early. Though this did not seem to be much of an issue with this lesson, she will want to have extended activities planned for use as needed.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.5"/> 4.0	See comments above.
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	Erica assessed learning in the whole group activity, she moved throughout the room monitoring and assessing as students completed their work and prepared a relevant writing activity 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 correlated to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.5"/> 4.0	The lesson appeared to go as planned with no need to make adjustments. In addition, Erica was mindful of the time, gave the students a three minute warning to complete their work allowing time to provide a meaningful Closure.

Criterion	Description	Score	Comments
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	The students appeared engaged throughout the lesson with the various activities Erica had planned.
Differentiates instruction for a variety of learning needs		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	Erica appeared very interested in receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Erica appeared to accurately reflect on her teaching.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content