



Assessment Details

3.1 Springer, Lydia

SUBMITTED 2017-12-04 09:17:28

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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

INSTRUMENT EDU 300 Practicum I Rubric

OVERALL COMMENT: None

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 reading and summarizing Pourquoi tales for the fourth grade class.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	This was the third day the students had been working on this topic. Lydia also began the class with a review to check for understanding/
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Lydia exhibits a fairness as she works with the students and developed a highly challenging lesson.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Students were engaged in the lesson in this environment. Lydia reports she is developing some positive teacher/student relationships, this is so important as studies show that the most important factor in student success is the relationship between the student and the teacher. When the students feel safe and believe the teacher likes them, they are free to learn. One student did not come to the

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			front of the room to join the class for the whole group discussion but rather stayed back at his desk. Lydia will want to make sure all students are seated where she requests, unless there would be a unique plan for a student.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Lydia clearly explained her academic and behavior expectations before releasing the students into their partner learning/independent activity. By doing this, she had very few minor questions while the students completed their assignments.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Lydia appropriately responded to student behavior. Shortly after releasing the students to their assigned work, the noise level was at a higher level than Lydia thought productive. She simply told the students she wanted a level one noise level and soon after that the noise level elevated again. Lydia reminded the students again, and this time the students responded as requested. It is so important to follow through with expectations as Lydia did today.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	Lydia effectively followed the steps of an effective lesson including Mental Set, Input, Guided Practice, Independent Practice, and a Closure. She used technology effectively to project on the board to point out specifics on Pourquoi, which kept the students visually focused on the learning.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	The Guided Learning portion of the lesson was most effective as she had arranged the students with a learning partner and then read a tale asking the students to write on their white boards the specific points of Pourquoi as she read, and then they discussed this following the reading.
Uses multiple methods of		1.0 <input type="text" value="3.5"/> 4.0	Lydia observed the student responses in the group lesson,

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assessment			progress monitored in their partner groups, and then had each student write their own tale.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was directly correlated to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="n/a"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	Lydia expresses a high level of respect for the classroom teacher and works with him well.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	Lydia listens and responds positively to the students.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Lydia seems sincere in receiving constructive feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	:Lydia seems very adept at this. In our discussion Lydia was concerned about not having all the students respond to her questioning in the whole group as she had intended. As she thought about this some, she thought she would use a "turn and talk" in a future situation like this in order to get more involvement from each student.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="n/a"/> 4.0	
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="n/a"/> 4.0	

Annotated Documents

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