



# Assessment Details

## 3.1 Hager, Tawney

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**TYPE** Manual

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**TOC** n/a

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**INSTRUMENT** Practicum 1 EDU 300  
MIDTERM Evaluation Rubric

**ASSESSOR** Hager, Sheila

**OVERALL COMMENT:** Tawny, I enjoyed visiting with you and observing during your PBL lesson. Blending a Science and LA lesson is not the easiest lesson to begin with, and you handled it quite well. Your enthusiasm, in the classroom, showed as the students were answering appropriately to questions on the Kapoot game, and during the classroom discussion. Throughout your volunteer hours, work on giving clear directions on how you expect the students' behavior to be, and then stick to those expectations. I look forward to visiting with you after Thanksgiving.

### Assessed Criteria

| Criterion   | Description | Score                                    | Comments   |
|---|-------------|--|--|
| Supports student learning through developmentally appropriate instruction |             | 1.0 <input type="text" value="3.0"/> 4.0 |  |
| Accounts for differences in students' prior knowledge                     |             | 1.0 <input type="text" value="3.5"/> 4.0 | Reviewing at the beginning of a lesson is a great way of discovering what knowledge the students have obtained and contained in their minds. |
| Exhibits fairness and belief that all students can learn                  |             | 1.0 <input type="text" value="3.0"/> 4.0 | Respect earns respect. Your enthusiasm for teaching this lesson flowed over to the students.   |
| Structures a classroom environment that promotes student engagement       |             | 1.0 <input type="text" value="3.5"/> 4.0 |  |

| Criterion  | Description | Score                                    | Comments  |
|--|-------------|--|---|
| Clearly communicates expectations for appropriate student behavior |             | 1.0 <input type="text" value="2.0"/> 4.0 | Clear is the word here; don't presume that the students know what you expect of them in any given situation. State the expectant behavior, and then stick to those expectations.  |
| Responds appropriately to student behavior                         |             | 1.0 <input type="text" value="2.0"/> 4.0 | The students were so excited about the Kapoot game, and that was a fun aspect of your lesson; but there still has to be a line drawn of how loud they should be. Reviewing out reflection time: after given a direction, WAIT till desired outcome, or reteach desired outcome. Use your whole classroom: move to those louder areas ... your body presence will help calm the classroom. |
| Effectively teaches subject matter                                 |             | 1.0 <input type="text" value="3.0"/> 4.0 | Listening to the students' questions about their finished research projects, perhaps it would've helped for them to see a finished project: visuals are so important and perhaps a written finished project (picture and all) and a power point presentation, would've help answer some questions.  |
| Guides mastery of content through meaningful learning experiences  |             | 1.0 <input type="text" value="3.5"/> 4.0 | A fun way to review the writing process: KaPoot.  |
| Uses multiple methods of assessment                                |             | 1.0 <input type="text" value="3.5"/> 4.0 | You had numerous ways of formative assessment going on throughout your lesson ... your presentation idea is a great summative assessment pegging more then one standard.  |
| Connects lesson goals with school curriculum and state standards   |             | 1.0 <input type="text" value="3.0"/> 4.0 |   |
| Collaboratively designs instruction                                |             | 1.0 <input type="text" value="3.5"/> 4.0 | There are so many advantages to exchanging ideas/ techniques with another teacher. Listen, absorb, and then use what works for your teaching style and for the benefit of your students.  |

| Criterion  | Description | Score                                    | Comments   |
|--|-------------|--|--|
| Differentiates instruction for a variety of learning needs |             | 1.0 <input type="text" value="2.5"/> 4.0 | A way to challenge the high flyers in your classroom is to have them do a few more facts in their research, or have a few more challenging questions on your game: the abstract questions always get minds thinking at a deeper level. |
| Uses feedback to improve teaching effectiveness            |             | 1.0 <input type="text" value="3.5"/> 4.0 | Very open to suggestions.  |
| Uses self-reflection to improve teaching effectiveness     |             | 1.0 <input type="text" value="3.5"/> 4.0 |  |

Annotated Documents

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