



# Assessment Details

**1.6** Hager, Tawney

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**INSTRUMENT** Practicum 2 EDU 400  
MIDTERM Evaluation Rubric

**ASSESSOR** Currie, Kevin (external)

**OVERALL COMMENT:** Miss Hager showed a lot of flexibility and professionalism in modifying her planned lesson prior to her lesson time to match the needs of her cooperating teacher and the students. She had very positive interaction with the students throughout the mini-lesson and following work time. There were very few student behaviors to address through the course of the lesson, so classroom management during a newer, longer lesson will be a focus for my second observation.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.0"/> 4.0	Miss Hager tied today's lesson to previous teaching of main idea and supporting details. She reviewed what main idea and supporting/key details are and how to find them in text. Miss Hager correlated finding main idea and supporting details to being a detective and solving a mystery.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	The students had read a passage about a pizza mystery the previous day. Miss Hager focused her mini-lesson on the story the students had read the previous day.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="1.0"/> 4.0	As she is new in the classroom and this was her first lesson taught for the week, Miss Hager had limited opportunity to apply this expectation. As she gets to know the students better, these will show in her teaching.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="2.0"/> 4.0	All students were asked to complete the same task following the mini-lesson. No modifications were given other than students being allowed to work with partners or in small groups.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="2.0"/> 4.0	Miss Hager gave the students the opportunity to sit and work next to other students, but laid down the expectations for doing so and what the consequences were for not following those guidelines. Students felt comfortable sharing ideas and asking questions without hesitation.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.0"/> 4.0	Students were engaged in the review discussion for main idea and supporting details by answering questions and completing the anchor chart. Students would receive a "mystery bag" and use it to find the main idea and supporting details for a passage; they would then use that information to complete a poster with the information focused on it.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	"Can someone raise their hand and tell me what a main idea is?" Miss Hager set the precedent for how she wanted students to respond. Miss Hager gave the students the opportunity to sit and work next to other students, but laid down the expectations for doing so and what the consequences were for not following those guidelines.
Responds appropriately to student behavior		1.0 <input type="text" value="1.5"/> 4.0	Miss Hager's interactions throughout the mini-lesson and follow up activity with the students were very positive and encouraging. The students responded respectfully and comfortably with Miss Hager.
Effectively teaches subject matter		1.0 <input type="text" value="1.5"/> 4.0	Miss Hager effectively reviewed the subject matter as students had very few questions regarding the desired outcomes of the work Miss Hager asked them to complete. This was a review lesson, so the real answer on her lesson effectiveness will come when the students' posters are complete.

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="1.5"/> 4.0	Giving each student a different passage and having them find the main idea and supporting details provides a meaningful learning experience and application of the standard.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="1.0"/> 4.0	The students were asked to use their background knowledge of pizza to answer questions regarding main idea and supporting details. How could you apply it to more real-life experiences with the students?
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="1.5"/> 4.0	Miss Hager has an anchor chart and asked students to complete missing components to the chart. Student getting a mystery passage and then having to find the main idea and supporting details is a practical activity for this standard. Having the students create a poster containing the information really engages them in the subject matter and makes it more personal.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="1.5"/> 4.0	Students were able to work with partners or in small groups to establish their main ideas and supporting details. The collaboration would allow student to see different perspectives of the same problem.
Uses multiple methods of assessment		1.0 <input type="text" value="1.5"/> 4.0	The students showed their knowledge of the content by answering questions and completing their poster.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="1.5"/> 4.0	The state standard for main idea and supporting details was included in Miss Hager's lesson plan. Were other standards taught throughout the course of the lesson and assigned work (art, writing, etc.)?
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="2.0"/> 4.0	Miss Hager had planned her lesson differently, but based on discussion with her cooperating teacher, she altered her lesson to match the needs of the students and classroom. Good to show flexibility with lesson planning and meeting students' needs first.

Criterion	Description	Score	Comments
Varies instructional strategies to engage learners		1.0 <input type="text" value="1.5"/> 4.0	Miss Hager used an anchor chart with whole group discussion followed by independent, partner or group work to complete the assigned task.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="1.5"/> 4.0	Miss Hager has strategies for differentiation listed on her lesson plan. They are appropriate for the learning needs of all students.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="1.5"/> 4.0	This was Miss Hager's first lesson taught in the classroom.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="1.5"/> 4.0	Miss Hager is professionally dressed for her practicum experience. She had her lesson prepared and ready to go despite changing some of her lesson prior to teaching it.

Annotated Documents

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