

Assessment Details

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2.9 Dehn, Allison

SUBMITTED 2017-12-04 09:17:28

ASSESSED 2017-12-04 16:00:09

ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

INSTRUMENT EDU 300 Practicum I Rubric

OVERALL COMMENT: Allison presents herself in a quiet unassuming manner. Although when she is acutally teaching she becomes more assertive, .She uses humor effectively, and she adds relenance to the lesson when possible adding meaning to the lesson. As Allison gains experience, Allison will continue to gain more and more confidence in herself as an educator.

Assessed Criteria

| Criterion | Description | Score | Comments |
|---|-------------|-------|---|
| Supports student learning through developmentally appropriate instruction | | 3.0 | This was a science lesson integrating art. The lesoon was developmentally appropriate. |
| Accounts for differences in students' prior knowledge | | 2.5 | This was an initial lesson on the skeletal system for this fifth grade class.In the future Allison will want to conduct a short discussion to determine background knowledge as she proceeds with the lesson and this would also serve tp help the students in their own recall of the skeletal system. |
| Exhibits fairness and belief that all students can learn | | 3.0 | Allison appears to exhibit a fairness for each student and has hgih expectations for their learning. |
| Structures a classroom environment that promotes student engagement | | 3.0 | Students were engaged in the discussion and in the independent science/art activity that followed. |
| Clearly communicates expectations for appropriate student behavior | | 3.0 | This class transitions well from one activity to the next. Allison will want to observe how the teacher consistently coaches for these kinds of transitions. |
| Responds appropriately to student behavior | | 2.5 | Allison at times would call out a student by name to redirect them while they worked independently. She will want to use proximity and/or a quiet one to one visit at apporprate times as well. |
| Effectively teaches subject matter | | 3.0 | Allison began the lesson with a video that correlated directly to the objective. In addition she gave the students a purpose for watching the video as she had asked them watch for different information from the video.She prepared for the class by drawing a skeleton on the board and then, in the lesson, led a discussion of the major bones in a body using their scientific names. By using these auditory and visual aids all students appeared involved. |
| Guides mastery of content through meaningful learning experiences | | 3.5 | Allison had prepared for the science/art activity of having the students make a diarama of a skeleton and labeling the major bones individually. She had made a diarama herself as a model, she had picutres of other such diaramas projected on the board and she had all the materials the students would need to create their own diarama. |
| Uses multiple methods of assessment | | 3.0 | Allison would use the diaramas to assess students and she also montioered their work as she moved throughtout the room assisting the students. |
| Connects lesson goals with school curriculum and state standards | | 3.0 | The lesson was directly correlated to the science standards and the school curriculum. Allison was able to integrate art into the lesson. |
| Adjusts instructional plans to meet students' needs | | 3.0 | |
| Collaboratively designs instruction | | 3.0 | It appeared that Allison designed most of this lesson by herself with guidance from the teacher. |
| Differentiates instruction for a variety of learning needs | | n/a | |
| Instructional practices reflect effective communication skills | | 2.5 | Allison needs to be consstently clear with her expectations of the students. |
| Uses feedback to improve teaching effectiveness | | 3.0 | Allison appears to be most acceptive in receiving feedback. |
| Uses self-reflection to improve teaching effectiveness | | 3.0 | This school departmentalizes their subjects and this was the third time this day that Allison taught this lesson. Allison mentioned that she learned from this experience to give clear directions before transitioning, so that she did not have to stop the class to redirect while they were working. |
| Upholds legal responsibilities as a professional educator | | n/a | |
| Collaborates with colleagues to improve student performance | | n/a | |

Annotated Documents

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