

Assessment Details

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2.4 Dehn, Allison

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

TOC n/a

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

OVERALL COMMENT: Allison, what an exciting concept you chose to teach to first graders: illumination. In reflecting upon the lesson afterwards, you could see how much more could've been added to the lesson: learn to step out of the box/ use all facets of technology that is at your finger tips. Also discussed, always have an extended lesson planned to fill in the allotted time frame so as not to have a lull in a students' day. In today's world, there is so much to teach, there is no time to lose a minute of that precious teaching time. You have lots to discover, learn and experiment with. Absorb all that you can as you go through this week. I look forward to observing you in March.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		2.0	
Accounts for differences in students' prior knowledge		2.0	Build your lesson on the students' prior knowledge what do they already know about 'lighting up' a room, or forest, or etc. What is the benefit of knowing how to 'light up' these areas?
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		2.5	
Exhibits fairness and belief that all students can learn		3.0	
Creates a safe and respectful environment for learners		2.0	When sending students outside of the classroom, you need to be very specific about the area they can 'roam in' and what the safety boundaries are. What can you expect from the students while they are doing their activity? You must be very black/white with your instructions to avoid an unsafe environment.
Structures a classroom environment that promotes student engagement		3.0	
Clearly communicates expectations for appropriate student behavior		2.0	When asking for a specific behavior, don't go on until that behavior is achieved. If you give a jingle, wait and if waiting doesn't produce acceptable behavior, then you need to stop, teach, practice, until they know what you are expecting.
Responds appropriately to student behavior		3.0	Your response to child that wanted to explode a bomb to get 'illumination' was very good. Often times, students are seeing if they can get a reaction out of the teacher, you handled that very well.
Effectively teaches subject matter		2.0	There is so much more you could've added to this lesson on illumination: technology: video/ power point/ set the mood for nighttime in the woods, or detective scheme in school step out of the box and be as creative as you can be to get the students' interest spurred.
Guides mastery of content through meaningful learning experiences		2.5	Within this lesson, there was too much that repeated: look around classroom for what illuminates/ walk out into the hall and write 5 things that illuminate. The more fired up you are about teaching this lesson, the more enthused your students will become.
Connects core content to relevant, real-life experiences and learning tasks		2.0	
Designs activities where students engage with subject matter from a variety of perspectives		2.0	Variety is the key here change it up!
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		2.0	
Uses multiple methods of assessment		2.0	Mostly just discussion
Connects lesson goals with school curriculum and state standards		2.5	
Adjusts instructional plans to meet students' needs		2.0	
Varies instructional strategies to engage learners		2.0	
Differentiates instruction for a variety of learning needs		2.0	For differentiation, your thoughts and plans should be written in your lesson plan so you need not be thinking on your feet : your thought process should happen as you are writing the plan, then your teaching of the lesson goes so much smoother. Always be thinking: how can I challenge my high rollers and how can I make my lesson understandable for my low academic?
Uses feedback to improve teaching effectiveness		3.0	
Uses self-reflection to improve teaching effectiveness		3.0	Self-reflection is a main teaching tool on a daily basis. At the end of every day, take a moment or two to digest what went well for the students and you, and what needs to be changed up to fit the needs of your students and you. You will learn immensely for your own mistakes and change ups.
Upholds legal responsibilities as a professional educator		3.0	

Annotated Documents

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