



Assessment Details

3.1 [Hanson, Hannah](#)

SUBMITTED 2018-03-11 16:42:02

ASSESSED 2018-03-15 13:20:26 **Results**
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ASSESSOR [Conlon, Tom](#)

TYPE Manual

TOC n/a

INSTRUMENT [Practicum 1 EDU 300 FINAL Evaluation Rubric](#)

OVERALL COMMENT: This was an interdisciplinary lesson of Social Studies and Language Arts in this first grade classroom. The lesson was part of a series of lessons on identifying important facts in Social Studies and a Language Arts writing component, in this case stressing the proper use of commas. Abby was able to incorporate all the steps of an effective lesson but will want to build on the Closure or Summary/Wrap Up portions more in future lessons. Abby used the Active Board effectively and Modeled her expectations of the assignment, enhancing the lesson with visuals. The lesson appeared successful as students appeared engaged throughout the lesson and it seemed they were being successful in their writing assignments.

Hannah exhibits an exuberance in her teaching which seemed to help hold the students attention in the whole group setting. She will want to temper this some while the students work independently. She had asked the students to complete their work on a "Level 5" which meant quiet and no talking. During this time< Hannah moved throughout the room monitoring student work and assisting students, However, as she did this she talked frequently at a level where all students heard every comment and/or the assistance she was giving to each individual student. Hannah will want to be aware of this so as to not interrupt students as they work.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	This lesson appeared to be developmentally appropriate and the students appeared to successfully meet the objective.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	This lesson was one in a unit of instruction and with this, Hannah had a good understanding of the students' prior knowledge.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Hannah exhibits a fairness and belief that all students can learn.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	Students appeared very much engaged throughout the lesson. Hannah presents herself with a high level of exuberance as she presents and works with students. Though one never wants to discourage this, Hannah will want to focus and temper this some as she begins to become the teacher/leader she wants to become.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Hannah clearly communicates her expectations of the students and the students responded positively. As she plans her lessons, she will want to anticipate each component of the lesson and share those directions before dismissing the students to complete their assignments.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Hannah used management strategies effectively and also used "Wait Time" very effectively to redirect students.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Hannah planned, developed and delivered an effective lesson.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Hannah read to the students a book that correlated directly to the learning, used the Active Board to Model her student assignment expectations, and had an appropriate student writing activity that all enhanced the learning.
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	Hannah monitored students in a whole group discussion and as she moved throughout the room assisting the students in their work. She also had the students complete a writing assignment to assess their learning.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson directly correlated to the school curriculum and state standards.
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	Hannah appears to work well with the classroom teacher and this lesson, planned by Hannah, was part of a unit the teacher developed.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Hannah developed a series of student expectations depending on their abilities.

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Hannah appears genuinely appreciative in receiving feedback on her effectiveness.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Hannah recognized the lesson went well and most importantly the students were successful.

Annotated Documents

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