



Assessment Details

3.2 Hanson, Hannah

SUBMITTED 2019-09-21 00:08:50

ASSESSED 2019-09-24 07:22:39 ✓ Results
Seen 2019-09-24 07:29:02

ASSESSOR [Hager, Sheila](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 400 B2

TOC n/a

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

OVERALL COMMENT: When walking into your classroom, no one would ever know this was your first lesson transitioning from 1st grade to 5th. You treated them like little adults, teaching them at a level that was age appropriate. Your lesson was very well planned out and flowed from one step to another. Enjoy your 3 weeks in the 5th grade and I look forward to observing you in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	Very age appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	The 'grabber' got the students on board, and throughout your discussion, you kept digging into what they knew and how they could identify with the standard of the lesson.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	No matter the answers that were given to you, you made the students feel like their responses were worthy of the question.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.5"/> 4.0	Your enthusiasm for the lesson was contagious to the students.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	In reflection, we discussed how you could've promoted more student involvement. Your thought idea within your lesson was good, the students just needed to be more involved.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	In reflection we discussed how your expectations have to be very clear from the very start.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Use your whole classroom ... walk around often to keep all students on board and attentive.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	You had a very good lesson plan; it flowed from one step to another. Time management is an area to work on, along with clearer directions.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.5"/> 4.0	Good work on questioning students on vocabulary meanings, relating the answers to every day experiences.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.5"/> 4.0	Variety is key here you had many different activities planned, with a nice flow from one step to another ... just ran out of time.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	You had many formative assessments with class discussion and peer partners; culminating with your flipgrid idea would've been a great final assessment.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on. All lessons based on standards will guide you on what the students need to learn.

Criterion	Description	Score	Comments
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.5"/> 4.0	Thought on your feet! Good for you ... knowing the story was getting way too long, you switched up your reading and went on with the rest of the lesson. Flexibility is key.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	Challenge those high rollers.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	So open to ideas shared.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Good job on knowing where you needed improvement: clearer directions and time management.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	Very important in the educational profession.

Annotated Documents

Comments on Page Content