



Assessment Details

3.1 [Hanson, Hannah](#)

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TYPE Manual

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TOC n/a

ASSESSOR [Bassingthwaite, Janet](#)

INSTRUMENT [Practicum 1 EDU 335 FINAL Evaluation Rubric](#)

OVERALL COMMENT: For Block II continue to work on overview of expectations, step by step direction, and carrying out of consequences. Don't be afraid to implement behavior strategies. Being firm and consistent when necessary is not being mean. It's helping students self-regulation and adhere to higher expectations. You can be firm AND guide them into learning at the same time.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="1.0"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="1.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="1.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="1.0"/> 4.0	Continue to develop your phrases of encouragement and support. Remember to be specific with learners.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="1.0"/> 4.0	

Criterion	Description	Score	Comments
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	Continue to develop your strategies. Don't be afraid to be firm and implement consequences. Stay away from "Can you" and use more direct language, "it's time to..." "I need you to..."
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	Remember to wait for them to respond. Let them formulate some thought before you answer the question for them.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0	Continue to work on scaffolding learning and help students make connections to the material and purpose.
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	Differentiation happens as you learn the different skill levels of the students. Continue to plan for the various learning levels.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="4.0"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="4.0"/> 4.0	

Annotated Documents

Comments on Page Content