



Assessment Details

3.2 Schneider, Santana

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TYPE Manual

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TOC n/a

ASSESSOR Conlon, Tom

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

OVERALL COMMENT: The students appeared to be attentive and eager to learn as Santanna had prepared activities that were very engaging. Most importantly, the students appeared to successfully meet the learning objective. The lesson included a very good Input, Santanna Checked for Understanding, proceeded to Guided Practice, before going on to Independent Practice. In future lessons Santanna will want to further develop the Anticipatory Set sharing with the students the Objective and Purpose of the lesson. Santanna will also want to be sure to allow time within the lesson for a Closure, discussing such things as what did they learn, why is it important, when could they use this, etc..

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	This was a Language Arts lesson on Comparing and Contrasting. The lesson was developmentally appropriate and Santana included collaborative grouping, independent work, and physical activity.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Santanna began the lesson with an innovative approach to helping the class compare and contrast characters from a well known movie helping them to think of similarities and differences. Through this, Santanna began to assess their prior knowledge.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	Santanna designed this lesson including various activities to assure a high level of student learning.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.5"/> 4.0	Having respect for one another appeared to be of great importance to Santanna. As an example, she shared with the students a quick management activity where the students would mimic grabbing respect from the air and then throw it to her or to a student as appropriate.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	The students appeared engaged throughout the lesson. Santanna incorporated three separate activities that involved student movement, kinesthetic learning as well as visual and auditory.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Though the lesson went well, Santanna will want to visualize how she would want the students to transition from one activity to the next. She will then want to clearly communicate this to the students before the transition.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Santanna used classroom management techniques appropriately to redirect the class or individual students as needed.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	See Comments below.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	Santanna kept the students engaged in the learning by her planning and implementing effective activities..
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.5"/> 4.0	At one point within the lesson Santanna paired the students to find the similarities and differences between the two students. This is an excellent example of a relevant, real-life experience.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.5"/> 4.0	This was a strength area for Santanna as she had designed three separate activities to support student learning.

Criterion	Description	Score	Comments
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.5"/> 4.0	As mentioned above, Santanna used relative content within the lesson and she also used collaborative learning appropriately.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Santanna assessed learning as she moved throughout the classroom in paired learning and collaborative learning groups. She had also planned an independent paper pencil assessment.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson met school curriculum and state standards.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	The lesson was constructed to meet the students needs and did not appear to need to be adjusted.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.5"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Santanna seemed very receptive to receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Santanna appeared to have a good understanding of her teaching and she appears confident as a teacher.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content

