



# Assessment Details

3.1 Clark, Sarah

🕒 SUBMITTED 2017-09-21 15:21:42

🕒 ASSESSED 2017-09-27 15:06:08

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✓ TYPE Manual

☰ TOC n/a

📄 INSTRUMENT EDU 400 Practicum II Rubric

**OVERALL COMMENT:** Sarah, you have a firm but warm rapport with your students; a person observing you knows you love doing what you're doing. Your lesson flowed from beginning to end and was full of teaching and reteaching the standard at hand. There is never a moment to waste in a classroom, and you showed that you don't, as you swept through the game. You are so willing to learn and take information given to you. Never stop that craving for looking for new ways to teach the students! Enjoy the rest of your week and I look forward to your observation after Thanksgiving!

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	It was good, Sarah, that you had worked with the students previously and knew where their knowledge was in Pemdass before coming in to today's lesson.
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	Your encouraging words were dynamic. Continual positive comments kept the students trying their best and working as a team. Your final comment of: Doesn't make a difference if you won or lost, you're all good players and are ready for Friday's test. The students left your classroom with a bounce in their step for you had noticed them!
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	As in any other profession, respect is a huge key to success. Within this lesson, you respected your students' responses, their game levels, you were fair to all, and it was an equal playing field: respect given, respect returned.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	When students see the teacher excited to teach a lesson, the students get caught up in that excitement. Yes, it was a Jeopardy game, but it was presented with enthusiasm, with boundaries, with the knowledge that they were to learn in the fun process.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	When you ask for a behavior change: (EX: when quiet, we'll go on), you need to follow through with what you asked. You said that you'd wait, and you did! Follow through on any behavior management is of the utmost importance or the students will know it's just an idle threat.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text" value="n/a"/> 4.0	Students didn't need to use any technology for this to be a success.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	Sarah, your lesson flowed and not a minute of precious teaching time was wasted. From the minute they sat down, you had them defining PEMDAS in pairs, and then right into the game. When playing a game, within a classroom, sometimes the students can get out of hand, due to pure excitement. You contained them in a respectful manner ... and what a perfect way to review for a test: JEOPARDY!

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Great visual for those students, still puzzled, was to put the tougher problems on board, to work through then. Visual and another reteaching moment!
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text" value="3.0"/> 4.0	Who doesn't know Jeopardy? But you did have me smiling when you commented: You know Jeopardy, the game your grandparents probably watch? That made me chuckle/ for I'm a grandparent and I LOVE Jeopardy!
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	To get all involved, every student was working on the problems, and the reporter was switched up for every new question .... good involvement of all.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.5"/> 4.0	Easy to do with Jeopardy/ higher thinking problems were worth more money ... and you had the game timed that you would eventually get to those higher level questions. (Interesting that they went first!)
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Different level of questions for all students' academic levels. For those still struggling with PEMDAS, they could see success in the \$100 questions.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Uses assessment data to inform planning for instruction		1.0 <input type="text" value="n/a"/> 4.0	When you obtain your own classroom, your assessments will be the drive for your lessons and units.

Criterion	Description	Score	Comments
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	Reteaching is key to any Math lesson, and you were following through with that. Also, it was a benefit to you, that you had worked with these students in previous lessons and had knowledge of about where they were in their PEMDAS levels; therefore creating your Jeopardy questions off of that knowledge .
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="3.5"/> 4.0	Colorful Jeopardy game but not overly busy!
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	You had clear and precise directions on game and when it became apparent that the students were not showing their work, you stopped the game and proceeded to clear up that confusion. Yes, you are the 'boss' of the classroom, and when you see that you need to repeat something, or clear it up, stop the class, proceed to interject whatever is needed, and proceed.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Very open to suggestions.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Reflection is so beneficial for any lesson taught. Do the pros and cons, so you can make it right for the students.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	As an educator, you will always be held to high standards of professionalism, not just within the building, but out in society also.
Demonstrates commitment to the profession		1.0 <input type="text" value="n/a"/> 4.0	Benefit to you, if you get involved with professional educational groups.

Criterion	Description	Score	Comments
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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