



## Assessment Details

2.9 Berg, Katie

🕒 SUBMITTED 2017-11-27 10:01:50

✓ TYPE Manual

🕒 ASSESSED 2017-11-29 23:04:55 ✓ Results

☰ TOC n/a

Seen 2018-10-23 16:28:06

📊 INSTRUMENT EDU 400 Practicum II Rubric




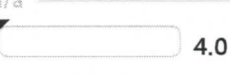








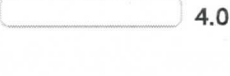

👤 ASSESSOR Hager, Sheila

**OVERALL COMMENT:** Katie, you are very open to suggestions of how to better yourself. As a teacher, you have all avenues of the spectrum that you are working with. Be ready to challenge your high rollers and spend a bit more time with the struggling or behavioral students. The more you have built into your lesson, the easier it will flow. Remember to use your assertiveness when catching the attention of your students. You need not speak louder; just have them practice the behavior you are expecting until they have it at a level that is acceptable. I look forward to hearing how student teaching goes for you.

### 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="2.5"/> 4.0	
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="3.0"/> 4.0	
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	Remember that in the primary grades, 15 minutes is about as long as you can go with students in one activity/ or one spot. Need to change it up to keep their minds challenged.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	You were right in asking for students attentiveness, but when you said the jingle and their behavior didn't change, remember to stop, practice what you expect, and when acceptable, go on.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text" value="3.0"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	Your teaching time and practice matched the objective, but you needed to change up the activities to keep the students' attention.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0	
Integrates culturally relevant content to build on learners' background knowledge		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="3.0"/> 4.0	Liked how you kept connecting the concept back to money .... something the students can associate with.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.5"/> 4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Uses multiple methods of assessment		1.0  4.0	You had many assessments going within your lesson; a real good guide as to planning your lesson for tomorrow.
Connects lesson goals with school curriculum and state standards		1.0  4.0	
Uses assessment data to inform planning for instruction		1.0  4.0	
Adjusts instructional plans to meet students' needs		1.0  4.0	
Collaboratively designs instruction		1.0  4.0	
Varies instructional strategies to engage learners		1.0  4.0	
Uses technology appropriately to enhance instruction		1.0  4.0	
Differentiates instruction for a variety of learning needs		1.0  4.0	
Instructional practices reflect effective communication skills		1.0  4.0	
Uses feedback to improve teaching effectiveness		1.0  4.0	You will never cease learning Katie. Absorb all ideas, like a sponge, and use what works for your students and you within the classroom.
Uses self-reflection to improve teaching effectiveness		1.0  4.0	
Upholds legal responsibilities as a professional educator		1.0  4.0	
Demonstrates commitment to the profession		1.0  4.0	
Collaborates with colleagues to improve student performance		1.0  4.0	