

Assessment Details

2.9 Fuerstenberg, Mikayla

 **SUBMITTED** 2017-09-21 15:22:19

 **ASSESSED** 2017-09-27 17:31:10

 **ASSESSOR** Conlon, Tom




 **TYPE** Manual

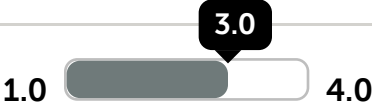
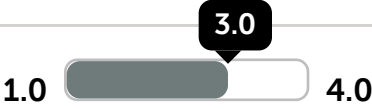
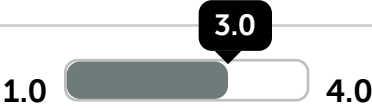




 **TOC** n/a

 **INSTRUMENT** EDU 400 Practicum II Rubric











OVERALL COMMENT: Mikayla appeared to have an excellent lesson design incorporating many and various components of an effective lesson. Her enthusiasm to do her best is evident in the classroom and within her lesson planning. She has a desire to have a dynamic classroom with students engaged, with movement and collaboration. As Mikayla moves through the teacher training program, she will want to be sure she balances her exuberance for using all the teaching, and student management strategies she would like to employ with the students abilities, behaviors, etc. For the most part, the students in this class thrived on the learning activities within this lesson while a very few maybe could have used more parameters. This is the kind of balance that all teachers need to constantly remind themselves, but not all teachers have the enthusiasm Mikayla demonstrated this day.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction			This appeared to be a lesson challenging the students at appropriate levels, using whole group instruction, paired learning, technology, graphing and more.
Accounts for differences in students' prior knowledge			Students were paired to address their educationall needs.
Uses knowledge			

of students' socioeconomic, cultural and ethnic differences to meet learning needs			
Exhibits fairness and belief that all students can learn			Mikayla moved throughout the room monitoring and communicating her expectations for the lesson.
Creates a safe and respectful environment for learners			
Structures a classroom environment that promotes student engagement			The lesson was designed to promote a high degree of student involvement.
Clearly communicates expectations for appropriate student behavior			Mikayla will want to clearly communicate her classroom behavior expectations as she helps the students transition from one activity to the next. She will also want to explore methods of regaining the students' attention during an activity should she want to redirect them.
Responds appropriately to student behavior			Mikayla recognized a student that appeared to have a social issue as the students were asked to move to their paired group. Mikayla quietly took the student aside and attempted to assist the student. It is most effective and appropriate to visit with students in a one-on-one situation, such as this, rather than in front of the group.
Guides learners in using technologies in appropriate, safe, and effective ways			This was a strength area within this lesson as students worked in pairs using technology to find solutions in completing their assigned tasks.
Effectively teaches subject matter			Mikayla followed the steps of an effective lesson and included an effective closure as students placed their findings on the white board and reported their findings to the class.

Guides mastery of content through meaningful learning experiences		<div> <div>1.0</div> <div> <div></div> <div>3.0</div> <div>4.0</div> </div> </div>	This was a fourth grade Social Studies lesson on Lewis and Clark and Mikayla personalized the lesson as she pointed out to the students the exploration took part in North Dakota near them.
Integrates culturally relevant content to build on learners' background knowledge		<div> <div>1.0</div> <div> <div></div> <div>2.5</div> <div>4.0</div> </div> </div>	
Connects core content to relevant, real-life experiences and learning tasks		<div> <div>1.0</div> <div> <div></div> <div>n/a</div> <div>4.0</div> </div> </div>	
Designs activities where students engage with subject matter from a variety of perspectives		<div> <div>1.0</div> <div> <div></div> <div>3.0</div> <div>4.0</div> </div> </div>	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		<div> <div>1.0</div> <div> <div></div> <div>3.0</div> <div>4.0</div> </div> </div>	As students collaboratively worked with their partner, using their computers, Mikayla encouraged them to critically think about their responses within the activity.
Uses multiple methods of assessment		<div> <div>1.0</div> <div> <div></div> <div>2.5</div> <div>4.0</div> </div> </div>	Mikayla monitored and assessed student work as she moved throughout the classroom.
Connects lesson goals with school curriculum and state standards		<div> <div>1.0</div> <div> <div></div> <div>3.5</div> <div>4.0</div> </div> </div>	This was a strength of this lesson as Mikayla planned various activities to address the state standards.
Uses assessment data to inform planning for instruction		<div> <div>1.0</div> <div> <div></div> <div>2.5</div> <div>4.0</div> </div> </div>	
Adjusts instructional plans to meet students' needs		<div> <div>1.0</div> <div> <div></div> <div>2.5</div> <div>4.0</div> </div> </div>	
		<div> <div></div> <div>3.0</div> <div></div> </div>	

Collaboratively designs instruction		1.0  4.0	Mikayla collaborated with the classroom teacher in the design of this lesson.
Varies instructional strategies to engage learners		1.0  4.0	
Uses technology appropriately to enhance instruction		1.0  4.0	The students appeared to use technology effectively in this activity.
Differentiates instruction for a variety of learning needs		1.0  4.0	
Instructional practices reflect effective communication skills		1.0  4.0	Mikayla listens and thoughtfully articulates her thoughts and ideas.
Uses feedback to improve teaching effectiveness		1.0  4.0	Mikayla appears to be genuinely appreciative and acceptive of receiving feedback on her teaching effectiveness.
Uses self-reflection to improve teaching effectiveness		1.0  4.0	Mikayla planned an effective lesson and felt positive about that.
Upholds legal responsibilities as a professional educator		n/a  4.0	
Demonstrates commitment to the profession		1.0  4.0	Mikayla presents herself as very committed to becoming a very good educator.
Collaborates with colleagues to improve student performance		1.0  4.0	

Annotated Documents

Comments on Page Content

