



Assessment Details

3.0 [Lindquist, Kayla](#)

SUBMITTED 2019-09-21 00:08:49

ASSESSED 2019-09-25 07:10:29

Results Seen 2019-09-25 08:27:51

ASSESSOR [Hager, Sheila](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 400 B2

TOC n/a

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

OVERALL COMMENT: Kayla, your warm smile is welcoming to students and adults. Enjoy your 3 weeks in this grade level and I look forward to observing you in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Very grade appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	It was good to start out your lesson with: "where have you used a map." Students brought up google maps: should expand on that more for that is their world right now.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="2.5"/> 4.0	Pull in maps that pertain to them: ND, Mandan, their school, etc. Work with the diversity that is in your classroom.
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		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
learners			
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	Your lesson was very student oriented; kept the students engaged.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	In reflection time, we were able to talk about how your directions, expectations, need to be clearer. What do you want to 'hear' or 'see' the students doing?
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	After saying a jingle to get their attention: "hocus pocus", etc., do not go on until you have the desired outcome that you want. Wait, practice, repeat.
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	Your lesson was filled with wonderful plans. Time management got in the way. As discussed, know that if time is a concern, cut something out. It is better for the students to learn part of the skill, then to introduce too much, and the students leave totally confused.
Guides mastery of content through meaningful learning experiences		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	
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	Using different maps was a vital part of this lesson. As talked about, perhaps taking the second activity and keeping it for another day, or pairing up students, would have led them to more success in your lesson.
Uses relevant content to engage learners in innovative thinking & collaborative		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
problem solving			
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	You had multiple ways of assessing your students: from the group discussions, to the activities, to the review of worksheets.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on. Standards will be your guide to creating all of your lessons.
Adjusts instructional plans to meet students' needs		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	Variety is key to teaching to all students' strengths. This lesson was filled with different ways of teaching map skills: using all senses. As we reflected, when you are in your own classroom, time management will come easier, and the lesson can be continued to the next day.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	In your lesson plan, you had a great way of using differentiation. The next step is to implement that step into your classroom.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	You are so open to ideas. In the years ahead, you will learn so many different ways to approach your students, teach your students; take what works for you and your students and run with it.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content

