

Assessment Details

3.0 Milless, Margaret

 SUBMITTED 2017-10-01 23:05:12

 ASSESSED 2017-10-04 15:01:15

 ASSESSOR [Conlon, Tom](#)




 TYPE Manual

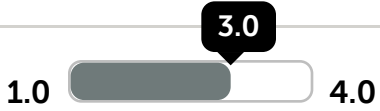

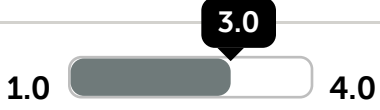
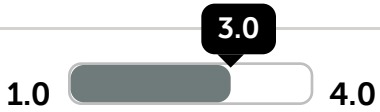
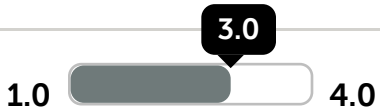

 TOC n/a








 INSTRUMENT [EDU 300 Practicum I Rubric](#)



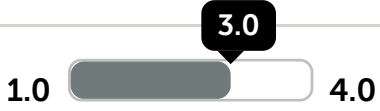
OVERALL COMMENT: *None*

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0  4.0 3.0	Margaret developed and implemented a developmentally appropriate lesson on Fact and Opinion.
Accounts for differences in students' prior knowledge		1.0  4.0 3.0	Margaret began the lesson by introducing what is Fact and Opinion and then asked the student to recall their knowledge in a whole group setting. She may want to explore asking the students to 'turn and talk' and share their thoughts one to one with their thinking partner to assure all students participation. From there, she could elicit and share some of those responses for the whole group.
Exhibits fairness and belief that all students can		1.0  4.0 3.0	Margaret demonstrates a fairness for each student while striving for high standards.

learn			
Structures a classroom environment that promotes student engagement			Margaret promotes a positive atmosphere as she supports student learning and structures activities so that all students are engaged.
Clearly communicates expectations for appropriate student behavior			Thought the students did well in their transitions, Margaret will want to remember to consistently communicate clear expectations to the students for each transition before the actual transition.
Responds appropriately to student behavior			The students appeared to be engaged through the lesson and their independent work. Margaret reminded the students of their appropriate behavior as a class, within their groups, and with individual students. This positive reinforcement was effective in keeping the students engaged at a higher level.
Effectively teaches subject matter			Margaret prepared well for this lesson and in this preparation might have overloaded the students some. For example, Margaret intended to use the White Board writing sentences for the students to decide whether the sentence was fact or opinion. Using a visual is an effective teaching strategy, however, it can cause distraction by having so many sentences posted on the board simultaneously. In the future she may want to use the Active Board posting one sentence at a time to further enhance student focus.
Guides mastery of content through meaningful learning experiences			The lesson incorporated the steps of an effective lesson: Anticipatory Set, Objectives and Purpose, Input, Checking for Understanding, Guided Practice, and Independent Practice. Margaret will also want to include a Closure to help the students understand what they have learned, its importance, and what they will be doing in follow up lessons. She will also want to fine tune the Input portion of the lesson. In this lesson she would want to further define what is a Fact and what is an Opinion.
			

Uses multiple methods of assessment			Margaret began the lesson by assessing previous student knowledge within the group discussion. She monitored student learning in the Guided and Independent Practice portions of the lesson and then had a pencil and paper activity she could also use to assess.
Connects lesson goals with school curriculum and state standards			There appeared to be somewhat of a discrepancy between the standard and the objective. Margaret's lesson was built around Fact and Opinion and met the Objective. She will want to be sure the Standard and Objective are congruent.
Adjusts instructional plans to meet students' needs			Margaret will want to be clear that the students understand the difference between Fact and Opinion in all of her examples. At one point in the lesson, Margaret said to the the students their classroom teacher was the best teacher in the world, Fact or Opinion.This example personalized the lesson for the students which is typically a sound research based strategy. In the minds of these students their teacher is the best and this is a fact, Margaret will want to go deeper into the discussion with the students about this example, that this statement may be accurate with them as they believe it to be true, but not be a fact that could be proven therefore making it an opinion.
Collaboratively designs instruction			Margaret seems to work very collaboratively with the classroom teacher and both of them are very complimentary of one another.
Differentiates instruction for a variety of learning needs			
Instructional practices reflect effective communication skills			
Uses feedback to improve teaching			Margaret is very open to receive feedback on her teaching and is very communicative in that

effectiveness			process.
Uses self-reflection to improve teaching effectiveness		 <p>1.0 3.5 4.0</p>	This seems to be a real strength for Margaret as she seemed to be able to readily identify what went well in the lesson and why, and what areas she might improve upon.
Upholds legal responsibilities as a professional educator		 <p>1.0 n/a 4.0</p>	
Collaborates with colleagues to improve student performance		 <p>1.0 3.0 4.0</p>	

Annotated Documents

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