

Assessment Details

3.0 Milless, Margaret

 SUBMITTED 2017-12-04 09:17:28

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 ASSESSOR [Conlon, Tom](#)




 TYPE Manual

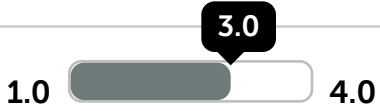
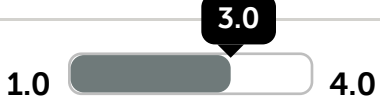
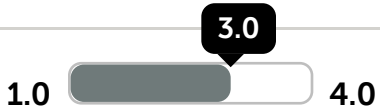

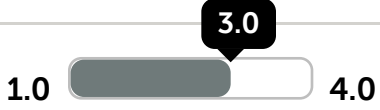
 TOC n/a









 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	This was a Language Arts lesson on Compare and Contrast in a third grade classroom. It was developmentally appropriate and challenging.
Accounts for differences in students' prior knowledge		1.0  4.0	Margaret began this lesson with a short review to determine the prior knowledge of the class. She also led a short discussion on how items might be the same or different as she prepared the students for the lesson.
Exhibits fairness and belief that all students can learn		1.0  4.0	Margaret exhibits a fairness as she works with the students and has a belief that all students can learn. The classroom teacher relates that all the students just love Margaret. Research reminds us that the relationships between the teacher and the students is the single most important factor in

			academic success for students.
Structures a classroom environment that promotes student engagement			The students appeared engaged in all aspects of the lesson, in the whole group activity as well as when they worked individually.
Clearly communicates expectations for appropriate student behavior			As Margaret began the lesson, she informed them of what they would be learning and what activities she had planned for them. When teachers do this, it relieves any mystery on the part of the student about what is going to go on, and what is going to be expected from them. In the end, it frees them to concentrate on the learning rather than what is coming next.
Responds appropriately to student behavior			At one point just prior to Margaret's lesson, while partner learning, two students got off task. Margaret simply went to them and using a soft voice so not to disrupt others, redirected the students. This method gets the offenders back on task and allows the other students to continue their work.
Effectively teaches subject matter			Margaret followed the steps to an effective lesson from a Mental Set, to Input, to Guided Practice, to Independent Practice, to Closure. She began with a review of previous learning, explained what the students would be learning, and had "props" the students could relate to and that related to the season. She used technology to produce a working document as she guided and modeled for the students in completing a Venn Diagram before releasing the students to work independently completing their own Venn Diagram in their notebooks. The students were engaged and were successfully learning the concept. In the future Margaret will want to further develop the Closure portion of the lesson in order to cement the learning and to help them to use this learning in other circumstances.
Guides mastery of content through			As mentioned above Margaret led them as when modeled a Venn Diagram and then Margaret did

meaningful learning experiences			some progress monitoring as she moved throughout the room as the students worked independently.
Uses multiple methods of assessment		1.0  4.0	Margaret assessed student knowledge as she monitored them working, and within the discussion itself. She could also assess their work by reviewing their Language Arts binders.
Connects lesson goals with school curriculum and state standards		1.0  4.0	The lesson was correlated to the school curriculum and state standards.
Adjusts instructional plans to meet students' needs		1.0  4.0	Margaret did not appear to have to adjust her plans as the lesson went as planned. At one instance a group of students came in from another classroom to collect food items the school was collecting for the less fortunate and Margaret simply carried on with her lesson. Margaret did not let this be an interruption and the students were able to stay engaged because of the leadership Margaret demonstrated.
Collaboratively designs instruction		1.0  4.0	Margaret and the classroom teacher have formed a great relationship and as such collaborate well.
Differentiates instruction for a variety of learning needs		1.0  4.0	
Instructional practices reflect effective communication skills		1.0  4.0	See Above
Uses feedback to improve teaching effectiveness		1.0  4.0	Margaret seems genuinely sincere about receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0  4.0	Margaret appears very adept at self-reflection as she improves herself through this Practicum process.
Upholds legal		n/a	

responsibilities as a professional educator		1.0  4.0	
Collaborates with colleagues to improve student performance		n/a 1.0  4.0	

Annotated Documents

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