



Assessment Details

2.7 Mehlhoff, Melissa

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TYPE Manual

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TOC n/a

ASSESSOR Hager, Sheila

INSTRUMENT [Practicum 1 EDU 300 FINAL Evaluation Rubric](#)

OVERALL COMMENT: It was a pleasure to observe you during your LA lesson. Having the pictures of your little goats was a great grabber to catch the students' attention before even beginning. You still have my attention wondering if the students named the goats, as you reflected on. You had really good lesson plans Melissa; fine tune them to get more movement within your lesson. Hope you enjoyed your full week in Ms. Taylor's room!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> 3.0 </div>	Good job of incorporating all senses within your lesson plan.
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> 2.0 </div>	Don't presume that the students know a certain standard: always review, seeking what the students know before delving into your lesson.
Exhibits fairness and belief that all students can learn		<div style="text-align: center;"> 3.0 </div>	
Structures a classroom environment that promotes student engagement		<div style="text-align: center;"> 2.0 </div>	It is an unwritten rule that primary students not be at one task for more then 10-15 minutes. As discussed in reflection, planning a movement break after the prediction would've helped to keep students on task.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		2.5 1.0 <input type="text" value="2.5"/> 4.0	When directing students for a particular behavior, if students do not respond, wait and/or reteach the desired outcome.
Responds appropriately to student behavior		3.0 1.0 <input type="text" value="3.0"/> 4.0	You used very good words when asking students what 'their job' was. It puts the desired behavior on their shoulders. Remember that the teachers' spot to teach from doesn't have to be in the front of the circle; move from spot to spot to keep students' attention and also your body presence may help a student stay on task.
Effectively teaches subject matter		2.5 1.0 <input type="text" value="2.5"/> 4.0	You had nice transitioning within your lesson and you were very organized. Be careful not to spoon feed answers to your students; if doing so, they will depend on that.
Guides mastery of content through meaningful learning experiences		3.0 1.0 <input type="text" value="3.0"/> 4.0	Very good plans from the fun power point to your great closure ... your teaching time was all spent on the standard at hand.
Uses multiple methods of assessment		2.5 1.0 <input type="text" value="2.5"/> 4.0	Lots of informal assessment going on to help you plan for your next lesson on figurative/literal readings. To get a one on one grasp of what each students know, you could've had an exit question.
Connects lesson goals with school curriculum and state standards		3.0 1.0 <input type="text" value="3.0"/> 4.0	
Collaboratively designs instruction		n/a 1.0 <input type="text" value="n/a"/> 4.0	
Differentiates instruction for a variety of learning needs		2.5 1.0 <input type="text" value="2.5"/> 4.0	You had a good plan ready to go but was hard to incorporate due to the nature of how your students were seated.
Uses feedback to improve teaching effectiveness		3.0 1.0 <input type="text" value="3.0"/> 4.0	So open to suggestions!

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content