UNIVERSITY of MARY

Assessment Details

| 3.3 | **Mehlhoff, Melissa** |

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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

INSTRUMENT Practicum 2 EDU 400 MIDTERM Evaluation Rubric

> **OVERALL COMMENT:** Melissa had a very well designed lesson including effectively incorporating a video and an activity using the Smart Board. She also had the students use their Chrome Books to enhance the lesson, and a paper pencil activity she could use to assess their learning. The students were engaged and learning. She demonstrated her personal enthusiasm for this lesson as she began the lesson and the students responded in a positive fashion.
> At this time, Melissa will want to further develop the Mental Set as she begins the lesson and also further develop the Closure. In a lesson such at this, she will want to further develop the purpose of timeline, when would you use one, why is it important to learn how to make one etc..

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		3.5 1.0 [ ] 4.0	This was a lesson on the standard of constructing and interpreting a timeline. Melissa planned and used many effective strategies to have the students achieve the goal.
Accounts for differences in students' prior knowledge		3.0 1.0 [ ] 4.0	Melissa will want to explore methods to assess students prior knowledge as she begins the lesson. This type of lesson could have included a simple discussion on timelines for her to assess their knowledge and for the students to refresh their knowledge of a timeline.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		n/a 1.0 [ ] 4.0	

Criterion	Description	Score		Comments
Exhibits fairness and belief that all students can learn		1.0	3.5 4.0	Melissa appeared to have high expectations for each of the students and offered further assistance to students as needed.
Creates a safe and respectful environment for learners		1.0	3.0 4.0	Melissa demonstrated a respect for each student encouraging a positive learning atmosphere.
Structures a classroom environment that promotes student engagement		1.0	3.5 4.0	Students appeared to be very much engaged with the lesson and the activities Melissa had planned.
Clearly communicates expectations for appropriate student behavior		1.0	3.5 4.0	Melissa had written on the white board the items the students would need to have on their desk for this lesson. This was a very effective time management strategy getting everyone ready for the lesson. Melissa used the strategy of asking the students to put everything down on their desks and have their eyes on her as she began the lesson. Most importantly, she then looked around the class and waited to see that all students had complied before she continued.
Responds appropriately to student behavior		1.0	3.0 4.0	Though Melissa was a little concerned about one of the students that was not on task as much as Melissa would have liked, Melissa handled it well and did not allow it to affect the other students.
Effectively teaches subject matter		1.0	3.0 4.0	The Input, and Independent learning portions of this lesson were very well developed. She will want to explore methods to further develop the strategy of Teacher Modeling the desired expectation. She will also want to check further for understanding before the students begin their independent work.
Guides mastery of content through meaningful learning experiences		1.0	4.0 4.0	Melissa incorporated many effective activity components within this lesson using technology. See below in the comment section.

Criterion	Description	Score		Comments
Connects core content to relevant, real-life experiences and learning tasks		1.0	3.0 · 4.0	Melissa will want to help the students understand the relevance and importance of being able to construct and analyze a timeline in a future lesson.
Designs activities where students engage with subject matter from a variety of perspectives		1.0	4.0 · 4.0	This was a real strength of this lesson, as the students were very much engaged through the many activities Melissa had ready for them.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0	3.5 · 4.0	Melissa paired the students to further engage them in the learning.
Uses multiple methods of assessment		1.0	3.5 · 4.0	Melissa had each student construct a timeline she could use to assess their knowledge and also held a group discussion as another quick assessment.
Connects lesson goals with school curriculum and state standards		1.0	3.0 · 4.0	The lesson was directly correlated to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs		1.0	3.0 · 4.0	The lesson was well designed but Melissa will want to further develop the Modeling portion of the lesson which would eliminate any confusion.
Varies instructional strategies to engage learners		1.0	4.0 · 4.0	This again was a strength as Melissa used various strategies to further engage the students.
Differentiates instruction for a variety of learning needs		1.0	3.0 · 4.0	
Uses feedback to improve teaching effectiveness		1.0	3.0 · 4.0	Melissa appeared to desire feedback on her teaching.

Criterion	Description	Score		Comments
Uses self-reflection to improve teaching effectiveness		1.0 ⌄3.5	4.0	Melissa recognized areas of the lesson she was happy with as well as areas she would adjust in a future lesson. Melissa was looking forward to teaching this same lesson later this day to another group of fifth grade students incorporating adjustments.
Upholds legal responsibilities as a professional educator		1.0 ⌄3.0	4.0	

Annotated Documents

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