


Assessment Details


3.3 Ackerman, Halli

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 **ASSESSOR** [Conlon, Tom](#)

 **TYPE** Manual



 **PLACEMENT** Fall 2019 EDU 400 B2

 **TOC** n/a

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




OVERALL COMMENT: Halli presented with an overall sense of confidence despite this being her first lesson at this grade level and at 9:00 am Monday morning. Halli appeared well prepared, her lesson included all the steps of an effective lesson, she included some student movement, and learning strategies such as partner, small and large group activities, as well as independent learning. Though the students appeared engaged throughout this lesson through all of these well planned activities, Halli will want to be mindful of time management as this lesson ran about twenty minutes longer than she had planned. A lesson running longer will mean something else gets cut shorter, this can happen on occasion, but one needs to plan each lesson to also fit into the days planing so that one can get to each subject.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		 1.0 <input type="text" value="3.5"/> 4.0	This was a language arts lesson on parts of speech introducing adjectives to this first grade classroom. The lesson appeared developmentally appropriate.
Accounts for differences in students' prior knowledge		 1.0 <input type="text" value="3.0"/> 4.0	Halli included a review of previous learning as she began the lesson which served to refresh student knowledge.
Uses knowledge		3.0	

of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.5"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	Halli is pursuing a double major in special education and elementary education and with these experiences appears to plan her lessons so that each student can learn.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	The students appeared well engaged throughout the lesson through the activities Halli planned and the support she offered the students.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Halli communicated her expectations before each transition in a clear and concise fashion. She will want to watch and wait and consistently have all the students attention each time she gives a whole group direction.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	Halli seemed to be able to redirect students in a caring supportive manner.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	This was a strength for Halli as she was able to incorporate all the steps of an effective lesson from the introduction, to the input, through independent practice and evaluation.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	Halli included strategies such as student movement, partner, small group and individual learning.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	Halli had the students think of adjectives on their own to add and improve on a sentence. At one point she had a picture of what appeared to be an angry, upset or growling dog and asked the class to

			make a sentence describing the dog. A student used the adjectives of a white and soft dog to describe the dog. In the future Halli will want to help the students to find an adjective to more accurately describe the dog as a real life experience.
Designs activities where students engage with subject matter from a variety of perspectives			Halli appeared to use the Active Board effectively to enhance the lesson. She will also want to explore using the white board to focus student attention. In today's lesson, she might have written the main topic (Adjective-words to describe nouns) on the board and left it on the board during the lesson.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving			See above
Uses multiple methods of assessment			Halli monitored students in the large and small groups, asked for a fist to five, to assess understanding, and assessed students independent written work.
Connects lesson goals with school curriculum and state standards			This lesson was directly related to school curriculum and state standards.
Adjusts instructional plans to meet students' needs			At one point Halli recognized the students were needing further support in leaning the concept and to her credit she interjected a poster she had developed prior to the lesson that worked perfectly in the situation.
Varies instructional strategies to engage learners			This was another strength of Halli's within the lesson. Hallie incorporated large and small group learning, and had student movement, and turn and talk. She also used the Active Board effectively.
Differentiates instruction for a variety of learning needs			

Uses feedback to improve teaching effectiveness			Halli appeared very interested in receiving feedback.
Uses self-reflection to improve teaching effectiveness			Halli appeared to be able to accurately assess her lesson.
Upholds legal responsibilities as a professional educator			

Annotated Documents

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