


Assessment Details

3.5 Ackerman, Halli

 **SUBMITTED** 2018-10-07 19:15:01

 **ASSESSED** 2018-10-11 17:08:45  **Results Seen** 2018-10-11 17:09:40

 **ASSESSOR** [Hager, Sheila](#)

 **TYPE** Manual

 **TOC** n/a

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

OVERALL COMMENT: Hallie, I really enjoyed observing you during your lesson today. Your lesson plan was so detailed, that it helped your lesson flow from one step to another. You have some natural talents that lend themselves to identifying with the students and making them all feel important. I look forward to observing you after Thanksgiving.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	Your lesson was very age appropriate, but at the same time, challenging enough to stimulate their minds.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	Good to always begin a lesson with review to give the teacher a starting point of what knowledge the students have.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	Respect earns respect. Your knowledge of the students' outside interests, helps you connect to students within the classroom.
Structures a classroom environment that promotes student		1.0 <input type="text" value="3.5"/> 4.0	To include all students' strengths, it is important to use all of the senses: good job!

engagement			
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	Clearly is the key here telling the students what to look for when you wanted them back on task, (5-4-3-2-1), clearly told them what was expected of them.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	So as to include all aspects of a lesson, it is great to follow Bloom's Taxonomy.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0	Having multiple formative assessments going on throughout your lesson, helps guide you on how to create the next lesson.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.5"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Within your lesson plan, you had planned to have your high flyers do more facts within their biography ... was that implemented?
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	

Annotated Documents

Comments on Page Content

