

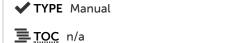
Assessment Details

3.0 Lucier, Danielle

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ASSESSOR Conlon, Tom



INSTRUMENT EDU 400 Practicum II Rubric

OVERALL COMMENT: Danielle is doing very well in the program as she begins her Practicum II experience. She works well with the classroom teacher, relates well to the stduents, develops sound lessons incorporating important steps and components.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 4.0	Danielle developed and implement ed a developmentally appropriate lesson and then with the classroom teacher planned and implemented processes to reach all students needs.
Accounts for differences in students' prior knowledge		1.0 4.0	The classroom teacher assisted in accounting for addresseing the students prior knowledge and from there, Danielle developed an appropriate lesson.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 4.0	
Exhibits fairness and belief that all students can learn		1.0 4.0	

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 4.0	Danielle used the strategy of proximity appropriately and reminded the student several times of the expectaions without causing disruption among the other students. She will want to want to consider quietly taking that students aside and visit more about her expectations and encourage him to be a positive part of the class.
Structures a classroom environment that promotes student engagement		1.0 4.0	Danielle sat on the floor among the students, stood and moved about the students at other times keeping the students engaged and monitoring the learning.
Clearly communicates expectations for appropriate student behavior		1.0 4.0	Danielle will want to consistently communicate with the students the behavior expectations she has for the lesson or activity prior to beginning. Sometimes in our haste to teach the lesson, we do not slow down enough to in form the students of these expectations and consequently more time is actually spent reminding the students later, rather than outlining th expectations at the beginning.
Responds appropriately to student behavior		1.0 4.0	Danielle calmly redirected students as needed and gave students positive reinforcement appropriately.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 4.0	This was a second grade math lesson that did not call for the use of technology. However, Danielle used at opening video as a mental set and also used the white board as visual reinforcement and to help students maiintain focus.
Effectively teaches subject matter		1.0 4.0	Danielle incoporated the steps of an effective lesson from Mental Set and Purpose, Input to Guided and Independent Practice to Closure.
Guides mastery of content through meaningful learning experiences		1.0 4.0	Danielle's lesson included many facets of an effective lesson from the video, to hands on activities, to visuals and also partner learning.

Criterion	Description	Score		Comments
Integrates culturally relevant content to build on learners' background knowledge		1.0	4.0	
Connects core content to relevant, real- life experiences and learning tasks		1.0	4.0	
Designs activities where students engage with subject matter from a variety of perspectives		1.0	4.0	Danielle used many strategies in this lesson from whole group to small group. independent practice to partner learning.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0	4.0	
Uses multiple methods of assessment		1.0	4.0	Danielle was able to assess students individually as well as in their partner groups while she moved throughout the students.
Connects lesson goals with school curriculum and state standards		1.0	4.0	This lesson was based on state standards.
Uses assessment data to inform planning for instruction		1.0	4.0	The classroom teacher and Danielle had used assessment data in order to group the students developmentally on this standard.
Adjusts instructional plans to meet students' needs		1.0	4.0	
Collaboratively designs instruction		1.0	4.0	In our pre-conference Daniell used the word "we" often and in this short of time it appears there is much teamwork between the classroom teacher and Danielle.

Criterion	Description	Score	Comments
Varies instructional strategies to engage learners		1.0 4.0	Danielle employed many strategies to engage student learning.
Uses technology appropriately to enhance instruction		1.0 4.0	
Differentiates instruction for a variety of learning needs		1.0 4.0	
Instructional practices reflect effective communication skills		3.0 4.0	
Uses feedback to improve teaching effectiveness		1.0 4.0	In our exit conference Danielle appeared to recognize the lesson went well and that she had incorporated many effective strategies. She was concerned about student management and expressed a sincere desire for possibe advice on stategies she might use in the future.
Uses self- reflection to improve teaching effectiveness		1.0 4.0	
Upholds legal responsibilities as a professional educator		1.0 4.0	
Demonstrates commitment to the profession		1.0 4.0	
Collaborates with colleagues to improve student performance		1.0 4.0	

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