



Assessment Details

3.0 Lucier, Danielle

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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

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 students, develops sound lessons incorporating important steps and components.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Danielle developed and implemented 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 <input type="text" value="3.0"/> 4.0	The classroom teacher assisted in accounting for addressing 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 <input type="text" value="n/a"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	Danielle used the strategy of proximity appropriately and reminded the student several times of the expectations without causing disruption among the other students. She will want to consider quietly taking that student 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 <input type="text" value="3.0"/> 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 their learning.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 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 inform the students of these expectations and consequently more time is actually spent reminding the students later, rather than outlining the expectations at the beginning.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 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 <input type="text" value="3.0"/> 4.0	This was a second grade math lesson that did not call for the use of technology. However, Danielle used an opening video as a mental set and also used the white board as visual reinforcement and to help students maintain focus.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	Danielle incorporated 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 <input type="text" value="3.0"/> 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		n/a 1.0 <input type="text" value=""/> 4.0	
Connects core content to relevant, real-life experiences and learning tasks		2.5 1.0 <input type="text" value=""/> 4.0	
Designs activities where students engage with subject matter from a variety of perspectives		3.0 1.0 <input type="text" value=""/> 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		3.0 1.0 <input type="text" value=""/> 4.0	
Uses multiple methods of assessment		3.0 1.0 <input type="text" value=""/> 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		3.0 1.0 <input type="text" value=""/> 4.0	This lesson was based on state standards.
Uses assessment data to inform planning for instruction		3.0 1.0 <input type="text" value=""/> 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		3.0 1.0 <input type="text" value=""/> 4.0	
Collaboratively designs instruction		3.0 1.0 <input type="text" value=""/> 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 <input type="text" value="3.0"/> 4.0 3.0	Danielle employed many strategies to engage student learning.
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="n/a"/> 4.0 n/a	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0 3.0	
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0 3.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0 3.5	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 possible advice on strategies she might use in the future.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0 3.0	
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="n/a"/> 4.0 n/a	
Demonstrates commitment to the profession		1.0 <input type="text" value="3.0"/> 4.0 3.0	
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.5"/> 4.0 3.5	

Annotated Documents

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