



# Assessment Details

**2.8** Nutting, Beau

**SUBMITTED** 2017-09-21 15:22:19

**ASSESSED** 2017-09-27 15:59:40

**ASSESSOR** Conlon, Tom

**TYPE** Manual

**TOC** n/a

**INSTRUMENT** EDU 400 Practicum II Rubric

**OVERALL COMMENT:** None

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	This was a lesson on using mental strategies to fluently add or subtract at the second grade level. Beau used a game strategy similar to the game Bingo while he assisted and reminded the students to use various mental math strategies.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	The teacher had previously paired the students based on their prior knowledge with more proficient students paired with less proficient students in order to successfully complete the activity.
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	Beau appeared to respect all learners and challenged them to do their best.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	Students seemed to be very much engaged in this activity, though in the game of Bingo, players want to win, this activity did not seem to be competitive between the students, they simply wanted to successfully complete the activity as they became thoroughly engrossed.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Prior to the activity Beau gave the students his classroom management expectations that were clear and the students responded accordingly. Beau will want to consistently communicate his expectations prior to each transition activity within the lesson. This will alleviate the behavior reminders as the class proceeds.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Beau seemed to respond in a positive manner to student behavior.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text" value="n/a"/> 4.0	Beau used the Active Board in his demonstration.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Beau began the lesson with a good Mental Set (mentally solving math problems) and then appropriately reinforced that while the students completed the activity. He also ended the lesson early enough in order to summarize the learning with the students. Judging and watching time to complete these steps to a lesson can be difficult but is very important to help the students put a "cap" on their learning.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	This lesson was intended to consciously think about mental math strategies as well as acted as a reinforcement to basic second grade addition.
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text" value="n/a"/> 4.0	

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		2.0 1.0 <input type="text"/> 4.0	Beau will want to directly and indirectly discuss with the students the relevance of this learning into their daily lives and in their future. Many times this component is difficult to add to the lesson, but mental math would be a great time to interject this.
Designs activities where students engage with subject matter from a variety of perspectives		n/a 1.0 <input type="text"/> 4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		2.0 1.0 <input type="text"/> 4.0	
Uses multiple methods of assessment		2.0 1.0 <input type="text"/> 4.0	Beau used the thumbs up/down strategy to assess understanding in the whole group setting and then assessed student learning by moving around the class monitoring.
Connects lesson goals with school curriculum and state standards		3.0 1.0 <input type="text"/> 4.0	This lesson met the learning standard.
Uses assessment data to inform planning for instruction		3.0 1.0 <input type="text"/> 4.0	The classroom teacher and Beau paired the students based on their individual needs.
Adjusts instructional plans to meet students' needs		2.0 1.0 <input type="text"/> 4.0	
Collaboratively designs instruction		3.0 1.0 <input type="text"/> 4.0	The classroom teacher and Beau seem to be establishing a good working rapport.
Varies instructional strategies to engage learners		2.5 1.0 <input type="text"/> 4.0	
Uses technology appropriately to enhance instruction		2.5 1.0 <input type="text"/> 4.0	Beau used the Active Board to introduce the lesson and model the process of completing the activity.

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Beau appears most receptive to professional feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	This could be a strength area for Beau as he seems to sincerely reflect on his teaching.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="n/a"/> 4.0	
Demonstrates commitment to the profession		1.0 <input type="text" value="3.0"/> 4.0	
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content