



Assessment Details

3.1 Arman, Sydney

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

TOC n/a

INSTRUMENT [EDU 400 Practicum II Rubric](#)

OVERALL COMMENT: Thank you for sharing your lesson and reflection with me; you did a great job! In your written reflection, you said you picked up on this idea while at a different session Never stop that craving for looking for new ways to teach the students. It's amazing where we will find those new ideas to engage our students in within the classroom. I am sure your week was a busy one, but I am hoping very rewarding. 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	Sydney, you peaked their interest level by creating a lesson plan with total engagement and allowing them to answer their problem by building: a great culminating activity to their engineering week.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	
Uses knowledge of students' socioeconomic, cultural and		1.0 <input type="text" value="3.0"/> 4.0	

ethnic differences to meet learning needs			
Exhibits fairness and belief that all students can learn			
Creates a safe and respectful environment for learners			
Structures a classroom environment that promotes student engagement			As you circled the room, you directed students, who were not involved in the process, to coming up with an idea of what they could do to contribute.
Clearly communicates expectations for appropriate student behavior			In this lesson, you gave step by step instructions of what they were to do; what materials they could use; and time limits. it was very beneficial for you to stop the whole classroom in midstream, and redirect them on a direction that was not clear.
Responds appropriately to student behavior			Wait ... you did. When you wanted students to change up their behavior, you directed them to what acceptable behavior you wanted (Ex: voices off please), then you waited for that behavior to happen. If, you as a teacher, give directive, and then just go on whether behavior is fixed or not, the students know this is an idle threat, and it will be more difficult to have good classroom behavior. Good job Sydney!
Guides learners in using technologies in appropriate, safe, and effective ways			Wasn't needed for this engaging lesson.
Effectively teaches subject matter			Hands on even the students who are not into building, got involved for they were using materials that were familiar to them: straws. You

			built off the whole week of what were the steps to solving this problem; the steps were visible, being on the wall, and you kept referring back to them. Compare this whole lesson to taking out the tactile, and just being able to 'discuss' how they would've solved the problem and not being able to 'build' to solve the problem: a whole new scenario of not as much excitement going on within your classroom.
Guides mastery of content through meaningful learning experiences			As you circled, you inspired all students to help solve the problem and redirected some of the students to how they could actually participate; keeping everyone involved in the process.
Integrates culturally relevant content to build on learners' background knowledge			
Connects core content to relevant, real-life experiences and learning tasks			From legos to straws, most students love to build it starts even before the age of one with building blocks !
Designs activities where students engage with subject matter from a variety of perspectives			
Uses relevant content to engage learners in innovative thinking & collaborative problem solving			The high rollers in the group got to share their ideas and go from there on what plan was going to be used with the group. In the future, it would be interesting to put all the high rollers into one group and just see how they could cope with that level of intensity.
Uses multiple methods of assessment			I was glad to see in your reflection that you did use the exit question to end your lesson. But as you

			<p>circled the room, you were continually assessing, not just the 'academic' level of the students but the social involvement of the students of how they could work in the group, who could give an idea but then build on that idea or even take the suggestion of a totally different idea. Social growth is as important, within a classroom, as academic growth.</p>
Connects lesson goals with school curriculum and state standards		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
Uses assessment data to inform planning for instruction		<p>1.0 <input type="text" value="n/a"/> 4.0</p>	<p>Within your own classroom, someday, the smallest of assessments will help you create your lessons for the next day or next week. Who knows the material? Who needs more assistance? It is a continual life line for the success of your students.</p>
Adjusts instructional plans to meet students' needs		<p>1.0 <input type="text" value="n/a"/> 4.0</p>	
Collaboratively designs instruction		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
Varies instructional strategies to engage learners		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
Uses technology appropriately to enhance instruction		<p>1.0 <input type="text" value="n/a"/> 4.0</p>	
Differentiates instruction for a variety of learning needs		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Within the groups, you continually worked on involving those students who wanted to sit back and just ride out the project. You truly found a 'job' for all academic levels of your students.</p>
Instructional practices reflect		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Clear, short, precise instructions are the best way to go. If you have</p>

effective communication skills			directions that need to be followed even closer, sometimes it is beneficial to write them on the board, but you had that covered for you already have the steps of their engineering process on the back wall for the students to refer to.
Uses feedback to improve teaching effectiveness			
Uses self-reflection to improve teaching effectiveness			This becomes a main stay in your daily teaching: what were the pros and cons of my lesson? How can I make it better for my students' needs and my comfort zone? The more honest you are with yourself, the higher level of teaching you will achieve.
Upholds legal responsibilities as a professional educator			As an educator, you will always be held to high standards of professionalism, not just within the building, but out in society as well.
Demonstrates commitment to the profession			It will be a benefit to you, to get involved with professional educational groups.
Collaborates with colleagues to improve student performance			

Annotated Documents

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