



Assessment Details

3.4 Harrison, Kristen

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TYPE Manual

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TOC n/a

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INSTRUMENT [Practicum 2 EDU 400 MIDTERM Evaluation Rubric](#)

ASSESSOR [Hager, Sheila](#)

OVERALL COMMENT: Thank you Kristen for allowing me in to observe your Science class. It was nice to be able to see how much you had matured from Practicum I. Enjoy the rest of your week and your volunteer hours with Ms. Ryberg, soaking up all new ideas like a sponge. I look forward to visiting your classroom again 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	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	Great to begin a lesson, using their prior knowledge of a subject: define a scientist; scientific experiment, and wondering what different science questions they have.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="4.0"/> 4.0	
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.5"/> 4.0	

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0  4.0	For primary students, their attention span is not much longer than 10-15 minutes. By changing your lesson from group to table to partners, to group again; it kept the students' attention and promoted engagement in so many different ways.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	When asking for a desired behavior, make sure you get that behavior before continuing on. Either repeat and relearn direction, or wait until behavior is acceptable.
Responds appropriately to student behavior		1.0  4.0	
Effectively teaches subject matter		1.0  4.0	Your lesson was very organized and flowed from one step to another; of which all the steps centralized around your topic of scientific experiments using magnets. Good job.
Guides mastery of content through meaningful learning experiences		1.0  4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0  4.0	Within a lesson, always try to correlate it to every day life: as in this lesson: when/why do people use magnets?
Designs activities where students engage with subject matter from a variety of perspectives		1.0  4.0	Variety is key here - great job!
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0  4.0	To get their minds thinking at a higher level, don't forget to incorporate abstract questions leading to: why? Why does the pipe cleaner stick to the magnet?
Uses multiple methods of assessment		1.0  4.0	Both formative and summative assessments were being used. One to quickly assess where your students knowledge was in accordance to magnets, and one to more finalize that assessment.

Criterion	Description	Score	Comments
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="4.0"/> 4.0	When incorporating all 3 senses of tactile, verbal and auditory into your lesson planning, you are attempting to teach students through whichever sense is their strength.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	As in any career, reflection on a lesson is so beneficial. You were very open to any suggestions given.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Taking time to reflect at the end of a day will help you see the areas of the lesson that were a good fit for your students and which parts needed to be developed differently.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="4.0"/> 4.0	You are very professional in your teaching method, your professional dress, and communication with students and other adults.

Annotated Documents

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