



Assessment Details

2.8 Mack, Shaylynn

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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

INSTRUMENT EDU 400 Practicum II Rubric

OVERALL COMMENT: Shalyn seems to have a real confidence about herself as a teacher. The class was just returning from phy ed when I arrived and met Shalyn in the hallway. Shalyn was just informed that the classroom teacher was going to be detained some in a meeting. Shalyn said she could take over the class as she has certification to be a substitute teacher. So, all of a sudden, the teacher is gone, Shaylyn's university advisor arrives, and Shaylyn is taking over a class she had not prepared for. Shalyn exhibited a great sense of confidence in this situation, but also her ability to be flexible. She very matter of factly took over the class, the teacher returned, and she went on with her planned lesson for me to observe. This type of confidence and flexibility will take her far in the teaching profession.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	This fourth grade lesson was a read aloud in a whole group instruction setting. Differentiation was limited to Shaylyn responding to the students in this whole group setting.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="n/a"/> 4.0	
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	Shalyn demonstrated respect for each student and communicated high expectations within the students responses.

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0 3.0	Shalyn modeled and encouraged a positive classroom environment.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0 3.0	Shalyn asked the students to sit on the floor in front of her with their learning partner in a place they believed they could be comfortable without disruption during the lesson.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0 3.0	This is a real strenght area for Shalyn as she takes the time to clearly explain her expectations for each activity. When students understand these basic expectations ahead of time they are more likely to follow them.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0 2.5	There was very little misbehavior as students appeared to know the expectations as mentioned above. However, there was two students, one in particular, that could have used some correction that were not observed by Shaylyn. This can happen as Shalyn was reading and not always able to observe this.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text" value="n/a"/> 4.0 n/a	
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0 3.0	Shalyn effectively would stop her reading to ask pertinent questions about the story as it related to the standard being addressed.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0 2.5	This was difficult as it could only be done through the whole group discussion.
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text" value="n/a"/> 4.0 n/a	

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	This was a major component to the lesson, as Shalyn was helping and encouraging the students to make personal connections to the story.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.5"/> 4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="2.0"/> 4.0	Shalyn will want to further explore methods to encourage students to explore a variety of perspectives in their group discussions.
Uses multiple methods of assessment		1.0 <input type="text" value="n/a"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	This lesson directly addressed state standards.
Uses assessment data to inform planning for instruction		1.0 <input type="text" value="n/a"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="n/a"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="2.5"/> 4.0	This lesson continued upon a book the classroom teacher was reading and Shalyn incorporated a lesson addressing state standards to this.
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.5"/> 4.0	
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="n/a"/> 4.0	

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		n/a 1.0 <input type="text"/> 4.0	
Instructional practices reflect effective communication skills		3.0 1.0 <input type="text"/> 4.0	
Uses feedback to improve teaching effectiveness		3.0 1.0 <input type="text"/> 4.0	Shalyn appears very receptive to receiving feedback on her teaching effectiveness.
Uses self-reflection to improve teaching effectiveness		3.0 1.0 <input type="text"/> 4.0	Shalyn appears
Upholds legal responsibilities as a professional educator		n/a 1.0 <input type="text"/> 4.0	
Demonstrates commitment to the profession		3.0 1.0 <input type="text"/> 4.0	
Collaborates with colleagues to improve student performance		3.0 1.0 <input type="text"/> 4.0	

Annotated Documents

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