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## Assessment Details

3.2 [Macdonald, Rachel](#)

SUBMITTED 2018-11-26 17:36:53

ASSESSED 2018-11-30 12:17:01 ✔ Results Seen 2018-11-30 13:35:00

ASSESSOR [Conlon, Tom](#)

✔ TYPE Manual

TOC n/a

INSTRUMENT [Practicum 1 EDU 300 FINAL Evaluation Rubric](#)

**OVERALL COMMENT:** Rachel exhibits a quiet confidence in this Practicum I process. As an example, in this lesson she had noticed how successful the students had been in the previous days lesson on this topic, and with that information, she adjusted and changed her originally planned lesson, and created a new and novel lesson to extend student learning. In this new lesson, students were asked to be detectives in solving a mystery story, using the story elements, to solve the mystery. Rachel personalized the made up story as if it had happened at this school. Students interest was piqued and the students stayed engaged throughout the lesson as they met the learning objective. Research shows us how student learning increases when one uses a Novel approach to learning and when a lesson is personalized to the learner.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		3.0	This was a review lesson on story elements presented to a third grade class. It was developmentally appropriate.
Accounts for differences in students' prior knowledge		3.0	Rachel began the lesson with a review of previous learning.
Exhibits fairness and belief that all students can learn		3.0	
Structures a classroom environment that promotes student engagement		3.5	The lesson was highly engaging t its' focus and called for student movement.
Clearly communicates expectations for appropriate student behavior		3.5	Rachel posted the student expectations she had for them, and clearly communicated those expectations. In addition, she gave them a purpose as to why it would be important for the students to follow the directions.
Responds appropriately to student behavior		3.5	The students were engaged throughout the lesson with little or no redirection. In fact, the teacher aid mentioned that this was the best students behavior she had seen from this class.
Effectively teaches subject matter		3.5	Rachel followed and included all the steps to an effective lesson. The uniqueness of the lesson captured the student interest and the students appeared most successful in reaching the objective.
Guides mastery of content through meaningful learning experiences		3.5	In addition to a well planned and developed lesson, Rachel moved throughout the room assisting and positively reinforcing the students.
Uses multiple methods of assessment		3.0	Rachel monitored student learning as she assisted students and also had an independent paper activity she would use to assess learning.
Connects lesson goals with school curriculum and state standards		3.0	The lesson was correlated to school curriculum and state standards.
Collaboratively designs instruction		3.0	Though Rachel developed this lesson, she had worked with the teacher on the goals and standards.
Differentiates instruction for a variety of learning needs		3.0	Rachel had asked students that had competed their work to help other students that had not finished. This supported the students that may have struggled a bit, but this also reinforced learning for those higher achieving students.
Uses feedback to improve teaching effectiveness		3.5	Rachel uses feedback and has the ability to adjust instruction using that feedback.
Uses self-reflection to improve teaching effectiveness		3.0	Rachel recognized the success of this lesson and the excitement of the students as they completed their assignment.

### Annotated Documents

## Comments on Page Content