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Assessment Details

3.3 [Macdonald, Rachel](#)

SUBMITTED 2018-11-30 11:11:36

ASSESSED 2018-12-02 16:39:32 ✓ Results Seen 2018-12-02 20:29:45

ASSESSOR [Stai, Jinnie \(external\)](#)

✓ TYPE Manual



TOC n/a

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

OVERALL COMMENT: Rachel is doing a fabulous job!! She takes care and time in preparing lessons to ensure student interest and engagement. She plans lessons effectively in order to guide students towards learning and mastering the content. She has a lot of initiative and is quick to help out and work with students. She will be a wonderful teacher!!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 4.0 3.5	Rachel plans lessons that help students learn and practice the content in ways that also develop their social and linguistic skills, as well as providing them with physical movement.
Accounts for differences in students' prior knowledge		1.0 4.0 3.0	
Exhibits fairness and belief that all students can learn		1.0 4.0 4.0	Rachel does a wonderful job of communicating high expectations through her words and actions. Students know what is expected and are given the individual support they each need in order to successfully meet those high expectations.
Structures a classroom environment that promotes student engagement		1.0 4.0 3.5	Rachel builds in a variety of engagement strategies into her lessons. She has had students share their thoughts with partners, mark text to show their understanding of reading concepts, and use their ipads to answer questions or show understanding. I especially loved how engaged students were with her Reading Detectives lesson.
Clearly communicates expectations for appropriate student behavior		1.0 4.0 3.5	
Responds appropriately to student behavior		1.0 4.0 3.0	
Effectively teaches subject matter		1.0 4.0 3.0	
Guides mastery of content through meaningful learning experiences		1.0 4.0 3.0	
Uses multiple methods of assessment		1.0 4.0 3.5	
Connects lesson goals with school curriculum and state standards		1.0 4.0 3.0	
Collaboratively designs instruction		1.0 4.0 3.0	
Differentiates instruction for a variety of learning needs		1.0 4.0 3.0	Although my classroom structure isn't set up for small group lessons, we conference with individual students. Rachel was able to conduct conferences with students. Through conferencing, she was able to assess students' abilities to use reading strategies, coach on fluency and decoding skills, and teach students to use the skills, based on their individual needs.

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0  4.0	
Uses self-reflection to improve teaching effectiveness		1.0  4.0	Many times when we would chat about lessons, Rachel would have already reflected and had ideas on things that went well or things she could have done differently. It was also evident in future lessons that she had implemented changes we talked about or used suggestions that were discussed.

Annotated Documents

Comments on Page Content