



# Assessment Details

## 2.9 Leintz, Madison

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

TOC n/a

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

**OVERALL COMMENT:** Great lesson Madison! It had a nice flow to it; you had movement for students; you stuck to the standard of fluency throughout, using different senses and you ended reviewing what had been learned. It was a pleasure to meet you and evaluate you within the classroom!

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Using the same paragraph, 'Cheers' from the day before let the students practice and improve on their 'stressed' words.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Keeping with the standard, you have large group talk, pairs, small group, etc. With the movement and change up of activities, the students were engaged the entire time.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Your assertive voice shows you are in control, but you do it in a caring way, not mean nor demeaning. Good job!

Criterion	Description	Score	Comments
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	People say: "teachers have eyes in the back of their heads" . You did as you kept an eye on the small pairs as you had Reader's theater. You did a good job of quieting those two little girls. You did it discreetly and privately, and then right on with Reader's Theater. Students do not like to be publicly embarrassed; you handled it very well.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Using all senses of tactile/ visual/auditory; and covering all bases of grabber/review/teaching/ then closure ... you taught the standard of fluency very effectively!
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Throughout your lesson, you went back to the same cheer, the same stressed words, etc., but changed up the activities so the students were learning through repetition without even knowing it.
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	Your self assessment for the students will help you, somewhat, knowing who feels they understand fluency. But a one on one listening on your part, will be the key to knowing who's got 'stressed' words in fluency.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	Right on! Fluency is not an easy standard to teach and you hit it right on the nail! Good job Madison!
Collaboratively designs instruction		1.0 <input type="text" value="n/a"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	As discussed, take those high rollers and let them challenge each other. As a teacher, don't always peg a high roller with a lower academic, for then the lower academic student will probably learn, but the high roller is left unchallenged. It was a good move on your part to find a higher end story for Reader's Theater .... challenge, challenge, challenge!
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Very open to comments!

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	One of the best things you can do for yourself is to self reflect at the end of your teaching days: what went well/ what do I need to change up. This self reflection will benefit both your students and yourself! Always, always look for ways to do it 'differently' .

Annotated Documents

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