



Assessment Details

3.2 Walsh, McKenna

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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

INSTRUMENT EDU 400 Practicum II Rubric

OVERALL COMMENT: I am not sure, but this might have been the first time in my career I heard a student say "That was really fun, can we do something like that again" when talking about a test he had just taken.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	This was a fifth grade social studies lesson on the migration of Asians during the Ice Age. Mckenna developed and implemented a most developmentally appropriate lesson.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	This lesson was a continuation of a larger lesson.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to		1.0 <input type="text" value="3.0"/> 4.0	

meet learning needs			
Exhibits fairness and belief that all students can learn			McKenna has set high standards for the class with the expectation that all can and will meet them.
Creates a safe and respectful environment for learners			There appears to be a genuine sense of respect in this classroom between McKenna and the students and between the students themselves.
Structures a classroom environment that promotes student engagement			Students seemed thoroughly engaged in this usique lesson developed and iimplemented by McKenna.
Clearly communicates expectations for appropriate student behavior			Students seem to know and respect the expectations without a lot of teacher reinforcement. At one point McKenna expected the students would need 60 seconds to get their chrome books and other materials and return to their desks. She communicated this with the class and 60 seconds later the students were ready at their desk. This strategy worked extremely well and Mckenna did not need, nor did she fill the 60 seconds with chatter to remind them of this expectaion.
Responds appropriately to student behavior			There was little or no inappropriate student behavior as the students seem to know the expectations and they became very engaged in the lesson.
Guides learners in using technologies in appropriate, safe, and effective ways			Mckenna had each student use the Chrome Books individually.
Effectively teaches subject matter			Mckenna included many strategies and teaching methods to insure student success. Her lesson includes all the steps of effective instruction including a Mental Set, Purpose,, Input, Checking for

			Understanding, Guided and Independent Practice and Closure.
Guides mastery of content through meaningful learning experiences			While the students took a test Mckenna developed using technology, she recorded the students responses and displayed how the class did following each question. Equally important, she discussed the correct answer and why it was correct, and reminded the students of other activities they had done previously in the unit that correlated to the question. Research shows us the importance of immediate feedback and importance of relating the work form one activity to another.
Integrates culturally relevant content to build on learners' background knowledge			
Connects core content to relevant, real-life experiences and learning tasks			
Designs activities where students engage with subject matter from a variety of perspectives			This was a defined lesson with defined outcomes.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving			Mckenna helped the students correct their answers within the test by reminding them of their prior learning .
Uses multiple methods of assessment			Mckenna used the test as mentioned above and students work from throughout the week.
Connects lesson goals with			Tthe lesson addressed sttate standards.

<p>school curriculum and state standards</p>			
<p>Uses assessment data to inform planning for instruction</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Adjusts instructional plans to meet students' needs</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Collaboratively designs instruction</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Mckenna appears to have developed a great relationship with the classroom teacher. In fact, following the test, the teacher made a statement that she has to use that system in the future.</p>
<p>Varies instructional strategies to engage learners</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Mckenna had the students doing a wide variety of activities leading up to this lesson and during the lesson, she conducted a review, had the students using technology, and even do a quick little dance that the students could relate to from a movie.</p>
<p>Uses technology appropriately to enhance instruction</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>see above</p>
<p>Differentiates instruction for a variety of learning needs</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>This was a lesson with an emphasis the group.</p>
<p>Instructional practices reflect effective communication skills</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Uses feedback to improve teaching effectiveness</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Mckenna presents as a confident future teacher open and willing to learn.</p>
<p>Uses self-reflection to</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	

improve teaching effectiveness			
Upholds legal responsibilities as a professional educator			
Demonstrates commitment to the profession			
Collaborates with colleagues to improve student performance			

Annotated Documents

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