



# Assessment Details

**3.7** Meyer, Allison

SUBMITTED 2017-11-27 10:01:11

ASSESSED 2017-12-02 02:21:07

ASSESSOR [Conlon, Tom](#)

TYPE Manual

TOC n/a

INSTRUMENT [EDU 400 Practicum II Rubric](#)

OVERALL COMMENT: *None*

## 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 challenging, developmentally appropriate STEM lesson for third grade students.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	Allison had planned to place the students in collaborative groups based on their academic and social (working together) skills.
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="3.5"/> 4.0	Allison exhibits a fairness and belief that all students can learn.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.5"/> 4.0	Allison consistently models safety and respect for one another and helps students with self-reflection as they strive to do their best.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	Allison developed a most creative STEM lesson where the students were engaged throughout the entire class. In fact, this lesson took place at the end of the day on this Friday afternoon and many of the students were so engrossed in the activity that they found it hard to leave.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	Allison clearly communicates her expectations for students. She will want to try to identify each procedure she desires of the students so that she can eliminate interrupting them while they are working.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	The students were really engaged in the activity and there was little need to redirect any student as they appeared to be on task. She simply called a student by name when he/she needed redirection.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text" value="n/a"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="4.0"/> 4.0	Allison created this most imaginative STEM lesson for students to build their own boat, primarily out of tin foil, that would carry a paper cut out of an elf and that could float for up to one minute. She used a huge amount of creativity to come up with this plan that would meet a state standard and coincide with a theme of a Christmas Elf that was carried out with the class. Allison began with a great Mental Set when she read a "letter from Santa", that she had composed, where Santa asked the students to build a boat to carry his elf. The students were most attentive in listening to the letter and were even more engaged when they were able to collaboratively work on the project.

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="4.0"/> 4.0 <small>4.0</small>	<p>Allison had prepared by having all the materials ready and efficiently got them to each group. She had anticipated tissues down to the finest details as she had cut pieces of tin foil ready for each group and then knowing the students might accidentally rip the tin foil in this process, she had one student demonstrate how easy the foil can tear.</p> <p>The standard was for the students to plan and carry out their plan and with that in mind, Allison did not model a process nor did she make one in advance as a model. Allison concluded the project by floating the boats and discussed with the students why some boats floated and why some boats did not. The students were thoroughly engaged and most importantly, this lesson and the learning that took place will be remembered.</p>
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text" value="n/a"/> 4.0 <small>n/a</small>	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="4.0"/> 4.0 <small>4.0</small>	This lesson correlated directly to the theme of the month in this classroom.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="4.0"/> 4.0 <small>4.0</small>	See above.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="4.0"/> 4.0 <small>4.0</small>	See above
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0 <small>3.5</small>	Allison monitored the collaborative groups and they had a finished product of their boat.

Criterion	Description	Score	Comments
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.5"/> 4.0	The lesson correlated directly to school curriculum and 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="3.5"/> 4.0	The students created their boats in a shorter time than Allison anticipated and Allison smoothly adjusted and spent more time on the floating of the boats.
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	Allison visited with the classroom teacher about her plans for this lesson.
Varies instructional strategies to engage learners		1.0 <input type="text" value="4.0"/> 4.0	See above
Uses technology appropriately to enhance instruction		1.0 <input type="text" value="n/a"/> 4.0	In addition to this comprehensive activity, Allison had also planned a technology piece but just prior to the lesson it broke down and the tech person would be needed.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.5"/> 4.0	Students were assigned to their collaborative groups based on their proficiencies.
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.5"/> 4.0	Allison communicates effectively.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Allison appears to appreciate feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Allison has become very adept at self-reflection.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="n/a"/> 4.0	

Criterion	Description	Score	Comments
Demonstrates commitment to the profession		1.0 <input type="text" value="3.5"/> 4.0	Allison appears very committed to becoming an educator, either as a classroom teacher or a special education teacher.
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.5"/> 4.0	

Annotated Documents

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