



Assessment Details

3.6 Wurzer, Claire

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TOC n/a

ASSESSOR Conlon, Tom

INSTRUMENT [Practicum 2 EDU 400 MIDTERM Evaluation Rubric](#)

OVERALL COMMENT: Claire had a very well planned and very well delivered lesson. She followed the steps of an effective lesson from Anticipatory Set, Objective and Purpose, Input, Checking for Understanding, Guided Practice and Independent Practice. Each step was completed at a high level. She initially talked with the students about what they would be learning and doing and then engaged each student at their pod in a quick discussion about the topic. She then presented a short video that was directly correlated to the expected new learning, followed by conducting an experiment. Rather than doing one experiment the whole class would watch, Claire planned enough materials so that the experiment could be conducted by the students in each pod, which acted to further engage the students. As a Closure, Claire began by asking the students to respond within their pods to follow up questions Claire had developed. To assure success as the students completed their exit sheets, Claire went back to a portion of the original video and emphasized again the desired learning. Claire had an excellent pace to the lesson, slowing down and repeating as necessary to assure learning. Many times educators feel pressure to get through the lesson quickly in order to get to the next class. In this case, Claire had planned effective activities with a pace to that all could be engaged and learn.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="display: flex; align-items: center;"> 1.0 <div style="border: 1px solid #ccc; border-radius: 5px; width: 100px; height: 20px; position: relative;"> <div style="position: absolute; top: -5px; left: 50%; transform: translate(-50%, -50%);">3.5</div> </div> 4.0 </div>	This was a science lesson presented to a fourth grade class on the forms of which water appears as it is heated and cooled. It appeared to be challenging and developmentally appropriate.
Accounts for differences in students' prior knowledge		<div style="display: flex; align-items: center;"> 1.0 <div style="border: 1px solid #ccc; border-radius: 5px; width: 100px; height: 20px; position: relative;"> <div style="position: absolute; top: -5px; left: 50%; transform: translate(-50%, -50%);">4.0</div> </div> 4.0 </div>	Erica began the lesson by asking the students to respond to questions relative to the objective within their learning pods and then students shared their responses with the class. Claire simply listened to assess their knowledge before proceeding.

Criterion	Description	Score	Comments
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	Claire appeared to recognize the student differences within the class.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	Claire had high expectations for each student and planned and delivered activities and used strategies to assure that success.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.5"/> 4.0	Claire modeled a safe and respectful environment. At one point she encouraged student ownership of their behaviors when she told the students a consequence of non participation if they were not respectful of one another or her.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="4.0"/> 4.0	The students appeared thoroughly engaged in the activities.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="4.0"/> 4.0	Claire consistently and clearly communicated her expectations throughout the lesson, whether with the video, the transitions, or the experiment.
Responds appropriately to student behavior		1.0 <input type="text" value="4.0"/> 4.0	With the high level of student engagement it did not appear to be any inappropriate student behavior. It is worth mentioning, while the students worked independently a student individually asked Claire a question that many teachers would have responded by stopping the work of the entire class to answer the question. By doing so, teachers can interrupt the learning of the class. To Claire's credit, she simply responded to the question on an individual basis allowing the rest of the class to keep working.
Effectively teaches subject matter		1.0 <input type="text" value="4.0"/> 4.0	See Comments below.

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		1.0 <input type="text"/> 4.0 4.0 ▼	The video directly correlated to the objective as did the experiment . Claire stopped the video to emphasize major points and then returned to the video late in the lesson effectively reinforcing the desired learning. All students became involved with the experiment as Claire arranged materials for each learning pod.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text"/> 4.0 3.5 ▼	By the nature of this science lesson it related to real life experiences.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text"/> 4.0 3.5 ▼	Claire designed the lesson with various learning activities and used the strategy of students sharing their thoughts within their pods which acted to further engage each student rather than simply having a whole class discussion.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text"/> 4.0 3.5 ▼	
Uses multiple methods of assessment		1.0 <input type="text"/> 4.0 4.0 ▼	Claire assessed learning throughout the lesson as she observed student discussion within their collaborative learning pods, she used the thumbs up/down to gauge whole group learning, and used exit slips to assess individual learning.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text"/> 4.0 3.0 ▼	The lesson directly correlated to school curriculum and state standards.
Adjusts instructional plans to meet students' needs		1.0 <input type="text"/> 4.0 3.5 ▼	The lesson appeared to go as planned with little need for adjusting.
Varies instructional strategies to engage learners		1.0 <input type="text"/> 4.0 4.0 ▼	This was a strength as Claire incorporated many strategies to engage the students.
Differentiates instruction for a variety of learning needs		1.0 <input type="text"/> 4.0 4.0 ▼	Claire used a variety of activities and used a variety of strategies to engage the students.

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Claire appeared very receptive to receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Claire was happy with the success of the lesson and was able to recognize the reasons why it was successful and that most importantly, the students were successful in meeting her goals.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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