



# Assessment Details

**3.5** Alt, Autumn

**SUBMITTED** 2019-09-21 00:08:50

**ASSESSED** 2019-09-24 12:24:17 ✓ Results  
Seen 2019-09-24 17:24:44

**ASSESSOR** Conlon, Tom

**TYPE** Manual

**PLACEMENT** Fall 2019 EDU 400 B2









**TOC** n/a











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

**OVERALL COMMENT:** A lesson is basically judged by answering positively to the question, did the students learn? The answer to that question for this lesson would be an emphatic, yes. Autumn's lesson design and carry through included all the steps of an effective lesson from the introduction and review, to the input, to the guided and independent practice, to the closure. By carrying through with these steps one can almost always assure student success. Autumn built on the lesson by including student movement, she had students using manipulatives, incorporated small and large group instruction and practice, as well as independent practice. Beyond these planned and organized activities, it was the positive and supportive ATMOSPHERE the teacher had developed and Autumn built upon that assured success of learning. This will serve in giving the students a sense of accomplishment and therefore giving them confidence in their future learning. It is obvious Autumn has already emulated some of the processes and procedures of this teacher. She will want to add those to her "tool kit" for when she has her own classroom.

## 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 math class on geometrical shapes presented in a first grade classroom. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	Autumn conducted a review of prior knowledge within the lesson and appeared to concentrate some with a student needing extra support during the independent practice portion of the lesson.

Criterion	Description	Score	Comments
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0  4.0	
Exhibits fairness and belief that all students can learn		1.0  4.0	Autumn supported each student in a fair manner with the expectation that each student would be successful.
Creates a safe and respectful environment for learners		1.0  4.0	There appears to be a general positive atmosphere in this classroom.
Structures a classroom environment that promotes student engagement		1.0  4.0	This appeared to be a most positive working atmosphere and Autumn was able to continue to build on this.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	This is a real strength of Autumn as she consistently gave clear and concise directions before each transition and equally important checked for student understanding before the transition.
Responds appropriately to student behavior		1.0  4.0	Autumn effectively used the strategy of pointing out a student to the class that was positively following her direction rather than focusing on a student or students that may have needed some redirection.
Effectively teaches subject matter		1.0  4.0	This was a most effective lesson as described below in the Overall Comments. In addition, Autumn will want to help the students visually focus during the large group portion of the lesson by using the poster board or white board. For example, today she might have written the names of the geometric figures on the board as they discussed them.
Guides mastery of content through meaningful learning experiences		1.0  4.0	See Overall Comments below

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		1.0  4.0	Autumn used manipulatives effectively as a relevant learning experience.
Designs activities where students engage with subject matter from a variety of perspectives		1.0  4.0	Students appeared enthusiastically engaged throughout the lesson through the activities Autumn had planned.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0  4.0	
Uses multiple methods of assessment		1.0  4.0	Autumn assessed learning as she monitored the student in their group and independent activities.
Connects lesson goals with school curriculum and state standards		1.0  4.0	The lesson was directly correlated to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs		1.0  4.0	It did not appear that Autumn needed to adjust her plans as the students were meeting success.
Varies instructional strategies to engage learners		1.0  4.0	See Overall Comments below
Differentiates instruction for a variety of learning needs		1.0  4.0	
Uses feedback to improve teaching effectiveness		1.0  4.0	Autumn appeared to be very interested in receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0  4.0	Autumn recognized the students were successful in the lesson and appeared to enjoy the lesson.

Criterion	Description	Score	Comments
Upholds legal responsibilities as a professional educator		1.0  4.0	

Annotated Documents

Comments on Page Content