



Assessment Details

SCORE: 2.8 [Tulipana, Audra](#)

SUBMITTED 2022-04-27 13:45:06

TYPE Manual

ASSESSED 2022-04-28 14:18:24 ✔ Results
Seen 2022-04-28 14:25:47

TOC n/a

ASSESSOR [Bassingthwaite, Janet](#)



INSTRUMENT [EDU 335 FINAL Evaluation Rubric](#)

OVERALL COMMENT: You've done a nice job this semester in practicing some new skills and moving out of your comfort zone. I do think you have stronger potential than you pushed yourself to experience. Don't be afraid to dive deeper and try some harder, more complicated and in-depth lessons. You have the skills for them. I know you feel that the structure of the practicum and your placements might have created a barrier for you to grow, but wish- especially in your last practicum when you had free-reign that you would have really gone for it. Think about how you might incorporate more depth into your block 2 lessons.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	As you continue to explore the continuum of development you'll become stronger in gathering all the nuances of knowing where learners are functioning and you can meet them where they are with appropriate activities. Additionally- you'll be able to do activities and then backward plan- "what did they learn". Only experience and purposeful reflection can help this skill grow.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	Through this process you can really pull students in (they love to share), and it helps you guide your lesson and examples.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	Continue to expand your understanding on how to do this in a way that helps learners to absorb new information as well as review what they already know. This is the process of learning that motivates students to want to hear what you have to say.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	Don't be afraid to redirect and show students how you want them to behave. Learning to reset is an important part of regulation. Practice more of those guidance-based skills that fit with your philosophy.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	same comment
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	I didn't feel like you were able to practice this in kindergarten as much, but also didn't feel like you went deeper in your lesson at the Innovation School. What can you TEACH them? Go beyond completing and activity and get to building of knowledge or understanding in a new or more solidified way.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.0"/> 4.0	Same as above
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	ECE is a lot of observation or verbal feedback or demonstration with materials. Think about how you can add their ability to draw into this mix also.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.5"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	You've grown in this area this semester

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		<div style="text-align: center;"> 1.0  4.0 </div>	
Uses self-reflection to improve teaching effectiveness		<div style="text-align: center;"> 1.0  4.0 </div>	

Annotated Documents

Comments on Page Content