



# Assessment Details

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**TYPE** Manual

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**TOC** n/a

**ASSESSOR** [Bassingthwaite, Janet](#)

**INSTRUMENT** [EDU 335 FINAL Evaluation Rubric](#)

**OVERALL COMMENT:** It might be helpful to get into some classrooms in the fall so you continue to grow your skills and practice these different aspects before you go into Block 2. You have some time to develop these aspects. I think you understand the process of teaching and now need to make the real-life connections between all the aspects. As you relax more into the classroom settings this will come.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	Getting to know developmentally appropriate skills and standards will help you with this process. Your lessons have a tendency to be one step too high for your age groups. Your ideas are good, but sometimes vocab, examples or concepts don't quite fit with the ages.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	Make sure to check for prior knowledge and then use that information to move your lesson forward, review more, or make connections with the students.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	Continue to develop this skill. Always give young learners some time to try to activity, expectations a few times before you release them for individual work.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	As you move through lessons take time to focus on the different steps throughout. Inside those steps think about how the students might be thinking about or learning the information. Then ask them. You're jumping in and giving answers to questions. Give them time.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0	Think about the examples and vocabulary you're using. "That's crazy!" "I don't know..." Think about how you can use more praise specific, encouraging statements, or wonder statements to help learners think about information. Sometimes exclamations can halt learners.
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	I don't think you get see the many ways you're able to assess learners both formally and informally.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="4.0"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	Continue to work on the levels of instruction or skill areas. If you think of it as the precursor skill and the skill that comes after the target skill it might help you to bring more voice to this aspect.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	

Annotated Documents

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