



Assessment Details

3.4 [Dion, Allison](#)

SUBMITTED 2018-03-18 18:06:21

ASSESSED 2018-03-22 18:59:29

ASSESSOR [Conlon, Tom](#)

TYPE Manual







TOC n/a

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

OVERALL COMMENT: This was a fifth grade math review lesson on multiplying and dividing fractions. There are three classrooms of fifth grade in this school, and for math, the students are placed based on their math abilities in one of the three classrooms. The students in this class were of average ability. Many times in a review lesson such as this, the teacher would lead the lesson by leading the students in a review with the students on how to solve these kinds of math problems, have the students solve some practice problems as a class, and then assign similar problems for the students to do independently.

Allison had a most unique approach and lesson and the students were extremely engaged throughout. Allison began by informing the students they would be doing a game in this lesson but that they would need to do some review to get ready for the game. At this time, rather than her leading a review, she assigned the students into collaborative groups of 3-4 students based on their leadership skills, math skills, and social interaction. She then had these groups take out their "math notebooks" and review the notes they had taken in a previous math lesson and examples of how to solve these kinds of math problems. Following this unique review, she introduced a math game she had found on the internet and had then developed each component herself. The students were to stay with their group, and with each set of problems they solved, they would find a clue leading them to another set of problems, that would eventually lead them to "the pot of gold". The students were very much engaged in both the collaborative Review and as they worked collaboratively through the game and both portions of the lesson appeared most successful. Research shows us the importance of having the students actually involved in their own learning and that is what happened today in these activities.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction			Allison planned and developed a most engaging and challenging lesson with high expectations for students to carry out their learning.
Accounts for differences in students' prior knowledge			The students in this math class were placed on their math abilities. In addition, Allison, with the help of the classroom teacher, placed students in their collaborative learning groups based on their leadership, math skill level, and social interaction skills.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs			See above, many student factors were looked at in the creation of this lesson.
Exhibits fairness and belief that all students can learn			Allison exhibits a fairness for all students while setting high standards for them.
Creates a safe and respectful environment for learners			Allison is exhibiting some of the same characteristics as the classroom teacher in helping the students to facilitate self-reflection and ownership for their actions.
Structures a classroom environment that promotes student engagement			Students were engaged at a high level throughout the lesson.
Clearly communicates expectations for appropriate student behavior			It did not appear that Allison had to spend much time in communicating her behavior expectations. The lesson was engaging which eliminated negative behaviors, but this classroom functions behaviorally at a high level. Allison will want to examine the strategies this teacher employs in this area, as she

			progresses towards having her own classroom.
Responds appropriately to student behavior			Students worked well throughout the lesson and I did not see a time for Allison to redirect a student.
Effectively teaches subject matter			Allison appears to have a sound understanding of the learning progression as in this lesson she researched and found a game that correlated directly to the standard being addressed/
Guides mastery of content through meaningful learning experiences			This was a well designed lesson and the students appeared to achieve at a high level. However, Allison will want to match her inner enthusiasm with what she portrays to the students. She told me she was "super excited" for this lesson in our pre-conference meeting. But, as she began the class, she had a rather flat affect as she addressed the students. In the future she will want to share her enthusiasm with the class.
Connects core content to relevant, real-life experiences and learning tasks			Allison took what could have been a simple math review of doing a set of problems to a much higher thinking level with the students solving problems collaboratively.
Designs activities where students engage with subject matter from a variety of perspectives			See above
Uses relevant content to engage learners in innovative thinking & collaborative problem solving			See above
Uses multiple methods of assessment			Allison monitored student learning as assisted the students in their collaborative groups and would also have their completed tasks as a

			way to assess learning.
Connects lesson goals with school curriculum and state standards		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	The lesson was directly related to state standards and school curriculum.
Adjusts instructional plans to meet students' needs		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	The students were not able to complete the activity in the assigned time for this math class. Allison ended the class by telling the students to pack their things and that they could bring their materials back the next day to finish. In the future, she will want to conclude the lesson prior to the end of class time with a Closure activity to wrap up the learning before dismissing them. In this great activity today, she would want to talk with the class about how she was impressed with the students hard work, discuss with them about how they thought they had done on the Review, and how much they were learning about multiplying and dividing fractions.
Varies instructional strategies to engage learners		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	The Review portion of this lesson was a unique approach engaging students in their own learning.
Differentiates instruction for a variety of learning needs		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	As mentioned, the students were grouped and arranged to meet individual differences.
Uses feedback to improve teaching effectiveness		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	Allison appeared to genuinely appreciate feedback on her teaching.
Uses self-reflection to improve teaching effectiveness		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	Allison appeared most accurate in her seelfreflection.
Upholds legal responsibilities as a professional educator		<p>1.0 <input type="text" value="n/a"/> 4.0</p>	

Annotated Documents

Comments on Page Content