



## Assessment Details

**3.0** Ova, Jennifer

**SUBMITTED** 2019-02-04 09:23:08

**ASSESSED** 2019-02-08 20:43:11 **Results Seen** 2019-02-25 13:17:29

**ASSESSOR** Hulm-DeGree, Cindy (external)

**TYPE** Manual

**TOC** n/a

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

**OVERALL COMMENT:** Thank you, Jennifer, for allowing me to observe you today and participate in your practicum experience. You had me, as well as the students, excited about ND tourism!! I look forward to your post observation in April. C. DeGree

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Nice job teaching the Social Studies lesson on ND Tourism. The content and presentation of your lesson were developmentally appropriate. As we discussed, it is hard to believe that "economic concepts" start as early as 4th grade.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	As we talked, this will be easier for you when you spend more time with your students. I realize that your introduction of this lesson is the first for a PBL Unit that will be incorporated in all subjects starting next week.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="2.5"/> 4.0	See above comments.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	You did a nice job treating all the students fairly and providing them with positive support and feedback. Your gentle nature helped your students feel comfortable approaching you and asking for help.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	You had good classroom management, Jennifer, looking very comfortable with your students and not being afraid to make them be accountable for unacceptable behavior, when needed. Glad to see that!
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Your students were definitely engaged with the variety of activities you provided. Your transitions went well as you continued to pique their interest in learning more with each new instruction.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	It is always good to let students know your expectations of their behavior before each activity. I saw you do this today and I saw the nice results because of it.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	You were very kind, patient, and nonthreatening. I could feel the warmth you have earned from your students.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Your lesson was very well planned and taught. I liked the multitude of activities you brought into the lesson, preparing them for more instruction on this topic with their upcoming PBL Unit on ND Tourism. I noticed the students were engaged and provided many more responses than you anticipated. Nice job!
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	You provided meaningful instructional experiences that kept the students engaged. The PBL Unit will help with the mastery.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	Starting your lesson with the short Josh Duhamel video clips made it more "real" (with him being from ND) and helped promote interest in this lesson. Also, good discussion on popular ND sites prior to the actual lesson.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	You covered the subject matter well and maintained the students' interest with the use of teacher-led discussion, the ActivBoard, video clips, group work, partner share, board work, and the writing activity.

Criterion	Description	Score	Comments
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	The students did well in their cooperative learning groups brainstorming and listing as many ND tourist attractions and how they impact the local economy.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	You were able to measure student understanding with the multiple oral formative assessments, the writing (summative) assessment, and you will learn more as the PBL Unit progresses.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="2.5"/> 4.0	As we talked, this will be easier for you when you spend more time with your students.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	You used multiple instructional strategies including direct instruction, guided practice, visual/graphic organizers, and discussion.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	As we talked, this will be easier for you when you spend more time with your students.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Not only did I notice that you were open to suggestions for professional growth, but this observation was also echoed by your practicum teacher. A nice compliment!
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	As you reflected on the lesson today, I liked the changes you would make if you did the lesson over. It was obvious that you were/are willing to do whatever you can to be the best teacher possible!
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

Comments on Page Content

