





SCORE: 2.6 [Binstock, Tara](#)

- **SUBMITTED** 2022-04-27 13:45:05
- **ASSESSED** 2022-04-28 14:55:59 **Results Seen** 2022-04-28 14:57:58
- **ASSESSOR** [Bassingthwaite, Janet](#)
- **TYPE** Manual
- **TOC** n/a
- **INSTRUMENT** [EDU 335 FINAL Evaluation Rubric](#)

OVERALL COMMENT: I wish I would have done a baseline or pre-evaluation on you so that you could really see how much growth you had between the two practicums. Keep learning the teaching vocabulary and processes of aligning your lesson plans. As those elements "click" for you the rest will come. You have some nice skills to start with, and your desire to be a good teacher is going to carry you through as you continue to refine your implementation. Keep working hard!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 2.0 4.0	As you continue to work with learners and explore the developmental continuum I believe your understanding of how to pair activities with where children are in their development will grow stronger and move you forward on this rubric. Additionally, you'll continue to understand how to move along that continuum to scaffold or downward extend language and expectations for the individual learners.
Accounts for differences in students' prior knowledge		1.0 2.5 4.0	You've grown in this area of giving learners time to think about the information and letting you know what they know and where to start.

Criterion	Description	Score	Comments
			This can really help you to know where to take your lesson, and how to re-engage them.
Exhibits fairness and belief that all students can learn		1.0  4.0	
Structures a classroom environment that promotes student engagement		1.0  4.0	Continue to explore ways to plan activities that engage learners in an active and hands-on way to drive their own curiosities and abilities. Try to use worksheets less as the activity and more as the recording of understanding AFTER they do something more engaging.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	You also grew in this area. I saw a nice example of this in your kindergarten lesson. Remember to remind students, especially young students, of “how this will go”, every time they began to work.
Responds appropriately to student behavior		1.0  4.0	Along with noticing the positives and appreciating students for doing their best work, following directions, etc.

Criterion	Description	Score	Comments
		<p>4.0</p>	<p>--- Don't be afraid to stop and reset the group, and yourself! Your role is to help them learn self-regulation through consistency and practice of regrouping. Don't be afraid to use your teacher voice and be stern. Help them to think about their actions and reactions. Think about developing or adopting some go-to phrases in your style to help you carry out this element.</p>
Effectively teaches subject matter		<p>1.0</p> <p style="background-color: black; color: white; text-align: center;">2.0</p> <p>4.0</p>	<p>Continue to practice going deeper into the teaching component. Don't stop at having the learners complete and activity- TEACH them something or help them call to mind the strategies they are using to practice/master the task. How can they get more proficient with the objective? How can they get faster with the skill?</p>
Guides mastery of content through meaningful learning experiences		<p>1.0</p> <p style="background-color: black; color: white; text-align: center;">2.0</p> <p>4.0</p>	<p>same as above</p>

Criterion	Description	Score	Comments
Uses multiple methods of assessment		<p>1.0</p> <p>2.0</p> <p>4.0</p>	<p>Assessment should be used to drive instruction and changes as you go. In ECE we use observation alot, and I saw you use worksheets too. I don't know that the reason behind the assessment was completely practiced or solidified yet, but you're on your way!</p>
Connects lesson goals with school curriculum and state standards		<p>1.0</p> <p>3.0</p> <p>4.0</p>	
Collaboratively designs instruction		<p>1.0</p> <p>3.0</p> <p>4.0</p>	
Differentiates instruction for a variety of learning needs		<p>1.0</p> <p>2.5</p> <p>4.0</p>	<p>You've grown in this area. Continue to think about the continuum of skills and how you'll meet the different levels of learners through TEACHING them the precursor skills or next skill to come.</p>
Uses feedback to improve teaching effectiveness		<p>1.0</p> <p>4.0</p>	

Criterion	Description	Score	Comments
		4.0	
Uses self-reflection to improve teaching effectiveness		1.0 3.5 4.0	