



# Assessment Details

## 3.6 Rowles, Anne

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ASSESSOR [Larson, Stacy \(external\)](#)

TYPE Manual

TOC n/a

INSTRUMENT [EDU 401 Practicum II Rubric](#)

**OVERALL COMMENT:** Anne Rowles did an excellent job as a practicum student in my physical science classes. She developed a relationship with the students. Anne used real-life experiences and activities to engage the students. She was organized and prepared for class. I think having a child and being a mother has given her a maturity that other college students do not possess. I completely trust her with my classes. I would gladly have her as a student teacher. As head of the science department at St. Mary's, I have been involved in hiring teachers. Anne is definitely ready for hire. I would recommend her for employment.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0  4.0	Mrs. Rowles lessons were appropriate to the freshmen level. She developed interest with extra activities such as visual demonstrations of acceleration, friction., and inertia in an elevator ride.
Accounts for differences in students' prior knowledge		1.0  4.0	During the four lessons, Anne would link the present information with the information she taught in the previous lessons.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0  4.0	
Exhibits fairness and belief that all students can learn		1.0  4.0	Mrs. Rowles demonstrates fairness in her classroom and shows students that she cares about their learning.

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 <input type="text"/> 4.0	She created a very comfortable, safe, and respectful environment for learning. She developed a good rapport with the students in a short period of time. She spent the time to learn their names.
Structures a classroom environment that promotes student engagement		1.0 <input type="text"/> 4.0	Mrs. Rowles always planned something to have the students engaged in a discussion or activity.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text"/> 4.0	This is hard to do when you are just teaching four lessons but she maintained my classroom expectations.
Responds appropriately to student behavior		1.0 <input type="text"/> 4.0	She didn't have any problems with student behavior.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 <input type="text"/> 4.0	Anne found a great simulation online of graphing acceleration. She guided the students in the use of this website.
Effectively teaches subject matter		1.0 <input type="text"/> 4.0	She did an excellent job teaching. She had to brush up a bit on her memory of physical science. I think she found out the teaching physical science can be fun.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text"/> 4.0	I think Anne saw how lab can be a meaningful learning experience. She assisted in a few different labs during her observation. This is a time when she could work more with groups one-on-one and have conversations with students.
Integrates culturally relevant content to build on learners' background knowledge		1.0 <input type="text"/> 4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text"/> 4.0	She did a wonderful job of tying the science concept to real-life experiences that students would share.

Criterion	Description	Score	Comments
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	Anne did a good job at engaging the students in learning. Designing activities in science can be time consuming for new teachers.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	She used an exit slip as an assessment and classroom discussion. Again, with only four lessons there was not time for "multiple assessments".
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	
Uses assessment data to inform planning for instruction		1.0 <input type="text" value="3.5"/> 4.0	She used the data from the exit slips to reteach information.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="n/a"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="4.0"/> 4.0	We collaborated well in planning the lessons.
Varies instructional strategies to engage learners		1.0 <input type="text" value="n/a"/> 4.0	During the short time period, she did not have time to demonstrate a variety of strategies.
Uses technology appropriately to enhance 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="n/a"/> 4.0	
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.5"/> 4.0	

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0 <input type="text"/> 4.0	She used student feedback from exit slips and feedback from me to improve from class period to class period.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text"/> 4.0	
Upholds legal responsibilities as a professional educator		1.0 <input type="text"/> 4.0	She is very trustworthy. She follows legal responsibilities as a teacher.
Demonstrates commitment to the profession		1.0 <input type="text"/> 4.0	She will be an excellent teacher.
Collaborates with colleagues to improve student performance		1.0 <input type="text"/> 4.0	We collaborated well on planning for lessons. She was very receptive to ideas and asked for feedback on her lesson to improve from class period to class period.

Annotated Documents

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