UNIVERSITY of MARY

Assessment Details

3.1 **Andres, Kaitlynn**

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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

INSTRUMENT Practicum 1 EDU 300 FINAL Evaluation Rubric

OVERALL COMMENT: This was an introductory lesson on Inferences, presented in this first grade classroom. Kaitlynn planned well incorporating the steps of an effective lesson and including enhancements to the lesson should time permit. Kaitlynn began the lesson with a unique review which included student movement. Unique activities and student movement are both research based methods that enhance learning. At this point in the lesson, Kaitlynn introduced the book that she would use to correlate to the new learning about inference and forgot to introduce the concept or main topic of the lesson on inferences. It is always a good idea to actually write on the board what the topic or new learning will be as the lesson begins. This gives the students a visual focus on the learning. Today. In Katilynn's plans she was going to have the students become "detectives' as she read them a story. She could have written Inferences = Detectives on the board before reading the story to keep student focused on the new learning. To Kaitlynn's credit she realized she had not introduced the new learning and therefore, had not given the students a purpose for the reading, but did recover as she did discuss inferences and their purpose at the conclusion of the lesson.
All teachers, as all people, make errors on occasion, it is what we do following the error that makes the difference. Today, Kaitlynn did what she could for the students to learn the concept of Inferences.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		3.0 ▾ 1.0 ⬚ 4.0	This lesson on inferences was developmentally appropriate.

Criterion	Description	Score		Comments
Accounts for differences in students' prior knowledge		1.0 3.0 ▼	4.0	Kaitlynn used a unique approach to review previous learning as she had all the students stand while she read statements, both true and false relating to past learning. With every true statement the students were to remain standing and with any false statement they were to sit. The students were engaged and attentive with this method.
Exhibits fairness and belief that all students can learn		1.0 3.0 ▼	4.0	Kaitlynn exhibits a fairness torward each student and sets high standards for each of them.
Structures a classroom environment that promotes student engagement		1.0 3.5 ▼	4.0	Students appeared to be engaged throughout the lesson.
Clearly communicates expectations for appropriate student behavior		1.0 3.0 ▼	4.0	Students demonstrated appropriate behavior as they transitioned from one activity to the next with little or no need for Kaitlynn to remind or coach them of her expectations.
Responds appropriately to student behavior		1.0 3.0 ▼	4.0	Kaitlynn used classroom management strategies effectively as needed.
Effectively teaches subject matter		1.0 3.0 ▼	4.0	See comments below.
Guides mastery of content through meaningful learning experiences		1.0 3.0 ▼	4.0	Kaitlynn planned an effective lesson that included meaningful learning experiences. She also recovered well when she missed the Mental Set portion of the lesson. See below.
Uses multiple methods of assessment		1.0 3.0 ▼	4.0	This was an introductory lesson which did not call for any formal assessment. Kaitlynn did monitor the student learning through their discussion.
Connects lesson goals with school curriculum and state standards		1.0 3.0 ▼	4.0	The lesson was directly correlated to school curriculum and state standards.

Criterion	Description	Score			Comments
Collaboratively designs instruction		1.0	3.5 ▼	4.0	Kaitlynn and the classroom teacher have developed a great rapport and they appeared to collaborate on this lesson.
Differentiates instruction for a variety of learning needs		1.0	3.0 ▼	4.0	
Uses feedback to improve teaching effectiveness		1.0	3.0 ▼	4.0	Kaitlynn appears most genuine in receiving feedback on her teaching.
Uses self-reflection to improve teaching effectiveness		1.0	3.5 ▼	4.0	Kaitlynn recognized that she omitted the Mental Set portion of the lesson, though she had it in her plans.

Annotated Documents

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