UNIVERSITY of MARY

Assessment Details

3.7	**Andres, Kaitlynn**

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👤 **ASSESSOR** Leingang, Amy (external)

✔ **TYPE** Manual

☰ **TOC** n/a

▦ **INSTRUMENT** Practicum 1 EDU 300 FINAL Evaluation Rubric

> **OVERALL COMMENT:** Miss Andres has demonstrated her proficiency in the classroom in many different ways. She understands what developmentally appropriate lessons look like, she can execute a lesson that she has planned as well as be flexible to change it as needed. Kaitlynn was very professional throughout her practicum hours. She was always on time and willing to stay for the entirety of the teacher contract hours and she also put in many extra hours that weren't part of her practicum placement. Miss Andres has kind and caring mannerisms, she has also shown her ability to manage classroom behavior in a respectful way. Kaitlynn built connections with the students in the classroom quickly, she was able to call them all by their first name within the first day. She grew to know which students needed scaffolding and she stepped right in to support their learning needs. Kaitlynn is going to make an amazing teacher, any student who has her will be lucky to learn from such an enthusiastic, hard working individual.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 — ▼4.0 — 4.0 (4.0)	
Accounts for differences in students' prior knowledge		1.0 — ▼3.5 — 4.0 (3.5)	
Exhibits fairness and belief that all students can learn		1.0 — ▼4.0 — 4.0 (4.0)	
Structures a classroom environment that promotes student engagement		1.0 — ▼4.0 — 4.0 (4.0)	You made your lessons exciting and the students were involved in the learning.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		3.0 1.0 ⎯⎯▼⎯⎯ 4.0	You responded to student behavior when needed. Don't be afraid to set expectations for them when you start your lessons.
Responds appropriately to student behavior		3.5 1.0 ⎯⎯⎯▼⎯ 4.0	
Effectively teaches subject matter		4.0 1.0 ⎯⎯⎯⎯▼ 4.0	
Guides mastery of content through meaningful learning experiences		4.0 1.0 ⎯⎯⎯⎯▼ 4.0	
Uses multiple methods of assessment		3.5 1.0 ⎯⎯⎯▼⎯ 4.0	You were able to build in quick check assessments to your lessons. These help guide your instruction for the lesson and help you determine how much pre-teaching/review you may need.
Connects lesson goals with school curriculum and state standards		4.0 1.0 ⎯⎯⎯⎯▼ 4.0	You were able to create your own lessons to integrate into our Iditarod PBL project. It is much more difficult to create your own lessons than follow a teacher guide.
Collaboratively designs instruction		4.0 1.0 ⎯⎯⎯⎯▼ 4.0	
Differentiates instruction for a variety of learning needs		3.5 1.0 ⎯⎯⎯▼⎯ 4.0	
Uses feedback to improve teaching effectiveness		3.5 1.0 ⎯⎯⎯▼⎯ 4.0	You took feedback about previous lessons and applied it to the next lesson taught. You are willing to try new things and learn from past experiences.
Uses self-reflection to improve teaching effectiveness		3.5 1.0 ⎯⎯⎯▼⎯ 4.0	You reflected on your own lessons as well as asked for feedback about specific areas of your lessons.

Annotated Documents

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