



Assessment Details

3.3 Andres, Kaitlynn

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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

INSTRUMENT [Practicum 1 EDU 300 MIDTERM Evaluation Rubric](#)

OVERALL COMMENT: Kaitlyn seems to be off to a really good start as evidenced by the scoring above. She seems to plan effectively and then carry out those plans. The classroom teacher calls her a natural. In just her second day of Practicum I, that is high praise. At this point, Kaitlyn will want to start to really observe the classroom teacher in the Practicum experiences and Student Teaching to determine the kind of teacher she wants to be, how does she perceive the best type of classroom management, what kinds of student activities seem to work the best, how does one adapt to the different schools she will be in, their climate, etc.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 4.0	Kaitlyn lessons were developmentally appropriate and the students appeared successful in meeting the objectives.
Accounts for differences in students' prior knowledge		1.0 4.0	Kaitlyn began each lesson with an effective review of previous learning.
Exhibits fairness and belief that all students can learn		1.0 4.0	Katilyn exhibits a fairness as she works with students and has high expectations for each of them.
Structures a classroom environment that promotes student engagement		1.0 4.0	Students appeared engaged in both lessons with the activities Katilyn planned.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.5"/> 4.0	Kaitlyn introduced the new learning and from there simply used a count down management system of 3-2-1, and the students transitioned easily from one activity to the next, without any reminders from Kaitlyn.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	Students appeared engaged throughout both lessons with little or no need for redirection. At one point a student blurted out a response and Kaitlyn discreetly redirected the student.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	Katilyn incorporated all the steps of an effective lesson including Mental Set, Input, Guided Practice, Independent Practice, and Closure or Summary.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	Kaitlyn had prepared charts, one with descriptors of the new learning and another to record correct student responses as they discussed the new learning. These visuals kept the students focused and reinforced the learning. She also used the turn and talk strategy effectively as the students really became engaged. As Kaitlyn introduces a new leaning concept as she did today, she will want to post this for all students to see. In this case the lesson could have been enhanced by writing the word, "Captions" on the board as this was the main concept being taught.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Kaitlyn assessed learning informally through discussion and monitoring the turn and talk, between the students.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson on Captions to enhance reading comprehension was directly related to school curriculum and state standards.
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	The classroom teacher and Kaitlyn appear to work well together in this just the first week of Practicum I.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Kaitlyn seems very receptive of receiving feedback on her teaching

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Kaitlyn seems to accurately reflect on her teaching.

Annotated Documents

Comments on Page Content