



Assessment Details

3.1 Andres, Kaitlynn

SUBMITTED 2018-12-03 10:17:01

ASSESSED 2018-12-04 10:10:36 Results
Seen 2018-12-04 13:56:08

ASSESSOR [Hager, Sheila](#)

TYPE Manual

TOC n/a

INSTRUMENT [Practicum 2 EDU 400 FINAL Evaluation Rubric](#)

OVERALL COMMENT: Kaitlyn, it was my pleasure to work with you during your Practicum 2 experience. The broad knowledge of students continues to amaze me. As a teacher, you have all avenues of the spectrum that you are working with. Be ready to challenge your high rollers and help the struggling or behavioral students. Remember to teach your standard and then review, before introducing the activity. Build those teaching questions right into your lesson plan and then the lesson will flow easier. I look forward to hearing how student teaching goes for you next fall.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Editing is such an important tool to teach students. Perhaps pull in editing on a computer to show them how it is done in today's world of technology.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Begin a lesson with reviewing what the students 'should' already know and then build from there.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	You are very comfortable around the students in your classroom and it shows in the way you respect them.

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.5"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	Very good strategy to tell students how much time they have left to work; be careful not to say 2 minutes, then 1 minute, then 2 minutes, etc. Set a time limit and then stick to it.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	The students in this classroom are very well behaved; being that that is not always the case, make sure you have some behavior techniques ready to use in any given situation.
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	As discussed, be very careful with spoonfeeding the students. Teach, ask questions, let them discover the answers, then review, then send the students on their way with their assignment or project.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Your editing sheet was very good for the students; the idea of self and peer editing was very good: definitely a life long skill. Make it more meaningful by working through examples first so they see the importance of it.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	This is a lesson that the students will use all of their life: editing.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.5"/> 4.0	How could've you brought technology into this lesson?
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	Using mac/cheese as a topic for yourself was a good move. It tells the students a little bit about you; makes you human to them.

Criterion	Description	Score	Comments
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Besides their finished report this week, when walking around the room, you could assess each student just by listening to them editing. A good pointer is that when you are walking around room, stop and make a comment about what they are doing; it helps you connect with the student and also if they have a question, they may be more apt to ask it.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	Spot on!
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	Letting the students pick their own partners worked very well. A suggestion to challenge the high rollers would be to pair them up and have them add a 'certain number' of details, up and above the others.
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.5"/> 4.0	Varies is the clue here turn and talks/ group discussions/ technology... the ideas are endless.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	When writing a report or speech, it is the perfect environment for differentiation for you can talk to students individually and adjust their writings according to their academic level.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="4.0"/> 4.0	This is such an important strategy for you to do on a daily lesson it helps you become a better teacher and adjusts your lessons for your students.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="4.0"/> 4.0	Remember to always keep private any student/ classroom information.

Annotated Documents

Comments on Page Content

