



Assessment Details

2.9 Andres, Kaitlynn

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

TOC n/a

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

OVERALL COMMENT: Thank you Kaitlynn for allowing me to visit your classroom today. I was glad we had reflection time to work through the concept of clarity within a lesson. Hopefully I was able to shine some light on it for you, so your next lessons go smoother for you. Enjoy the rest of the week in Mrs. Erp's classroom; absorb all information like a sponge! I look forward to visiting your classroom after Thanksgiving.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	Having the word summary on the board was a good visual and good start to the lesson . But be careful not to spoonfeed the students: don't tell them the information; dig into their minds to see what prior knowledge they know of the subject.
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 do a nice job of treating all students equally and fairly.

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	When taking the time to work with one student, make sure to keep eyes on the other students within the classroom to make sure all is calm.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	Clarity on all movement and behavior around a classroom is essential so students know exactly what is expected of them.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Something to think about: as you sat and dealt with the one student having an issue, if you were on your own, how would you handle going on with the rest of the students?
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	Within a lesson, you have certain progressions and within those progressions, steps have to be clear so students know how to go forward. Never presume that students know the information; in fact do the complete opposite and make sure to teach the concept fully before going onto the next step.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.5"/> 4.0	The key to this criteria is applying appropriate strategies to engage the learner. When asking the students to do a summary of the Inuit story, it needed to be clearer what you wanted them to do: what does a summary actually look like: main idea? 3 facts? sentences or just facts? The clearer the direction, the more you can concentrate on challenging the students' minds instead of answering what is needed to fulfill the task.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="2.5"/> 4.0	Connect your standards to every day life: when in their lives have they used a summary?

Criterion	Description	Score	Comments
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.5"/> 4.0	The key here is to design a lesson that focuses on the same standard but comes at it from different angles.
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	You had numerous formative assessments going throughout your lesson with group discussion, partner discussion, table discussion, etc. It would be easy to slide right into a summative assessment, using the key points of the Inuit story and writing them in paragraph form.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	Once you have your own classroom, you will be able to do this more easily. Using test information and daily knowledge, it becomes clearer what the students' needs are.
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.5"/> 4.0	Varies is the key word here. Perhaps pull in technology in some way to change up the lesson.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	As reflected, perhaps your high rollers could've taken the key facts and put them into paragraph form. Or you could've changed up how many key facts you wanted the different level of students to do: struggling students: 2; high rollers: 4, etc.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	You were so open to suggestions. Don't take suggestions as criticism; take them as ways to help you be successful;.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		4.0 1.0 <input type="text"/> 4.0	You were spot on when you brought up the clarity issue from both this lesson and your previous lesson. Being aware of what you are having difficulties with, and bringing those difficulties to the surface to get help on, is a great way to paving your way to becoming a good teacher.
Upholds legal responsibilities as a professional educator		4.0 1.0 <input type="text"/> 4.0	

Annotated Documents

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