



Assessment Details

3.3 Andres, Kaitlynn

SUBMITTED 2019-04-22 15:36:29

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ASSESSOR [Bassingthwaite, Janet](#)

TYPE Manual

TOC n/a

INSTRUMENT [EDU 335 FINAL Evaluation Rubric](#)

OVERALL COMMENT: None

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	
Accounts for differences in students' prior knowledge		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="3.0"/> 4.0	Bring more voice to the different ways you see students learning or different strategies they are using. This will help you to notice them more AND can potentially help other learners think about the different ways they are learning.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Always have a plan for learners that finish early. What is there job or what else can they do with their materials to extend their learning?

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Continue to work on being even more clear of expectations. Model rules and directions a couple times. Think ahead of the questions the age groups might ask. Example- in kindergarten- how will they decide who goes first? What does taking turns look like in this game? What happens if they roll the same numbers twice?
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Again- think of the potential scenarios and what your response will be. Always prep for the worst and hope for the best. You didn't have any major behavior concerns while you were leading, but there were a couple times when students were unsure of the rules of the math game so they made up their own. Your response to that could have been more supportive and a teaching moment.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Be aware of how you can scaffold learning. Sometimes it's happening naturally and other times you could give more voice to this. Taking time to teach in the moment or giving encouragement to scaffold learning will make this aspect more intentional.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Continue to develop your reflective questioning, purposeful and specific encouragement, and wrap up of content.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="4.0"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="4.0"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	You're building in some natural ways for differentiation with the hands-on activities. Now make sure to help learners understand these variations through how you talk about them or introduce them.

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="1.0"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="1.0"/> 4.0	

Annotated Documents

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