



Assessment Details

3.1 Schaner, Kaitlyn

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TYPE Manual

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TOC n/a










ASSESSOR Conlon, Tom

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

OVERALL COMMENT: Kaitlyn was able to incorporate many research based strategies within this introductory lesson on Summarizing, making it successful as the students met the objective. She used technology appropriately giving students a visual to focus their learning. She made the lesson personal when she shared a short writing with the students. She Modeled the expected learning, and used Guided Practice before proceeding to Independent Practice. Though the students appeared attentive and engaged throughout the lesson, Kaitlyn will want to take some time stressing the importance of Summarizing, the need for summarizing and instances to use summarizing. This could be done in both the Mental Set portion of the lesson as well as the Closure portion.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div>	This was a lesson on Summarizing presented in a fourth grade classroom. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.5 </div>	Kaitlyn realized that this was an initial lesson on Summarizing and spent a good deal of time using the Active Board and white board talking about Summarizing in order to gauge student prior learning.
Exhibits fairness and belief that all students can learn		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center;"> 3.0 </div>	

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0  4.0	The students were engaged with the visual strategies Kaitlyn used and the Turn and Talk strategy was used effectively as well.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	The students in this classroom seem to understand the expectations within the whole group lesson, the transitions, and within independent work.
Responds appropriately to student behavior		1.0  4.0	The students were engaged in this well planned and well developed lesson and Kaitlyn did not appear to need to redirect any student.
Effectively teaches subject matter		1.0  4.0	Kaitlyn incorporated all the steps of an effective lesson excepting a Closure.
Guides mastery of content through meaningful learning experiences		1.0  4.0	See comments below
Uses multiple methods of assessment		1.0  4.0	Kaitlyn monitored the whole group discussion and was able to make adjustments during the lesson based on student responses. She further monitored and assisted the students through the Guided Practice, and had a paper pencil activity she would use to assess learning.
Connects lesson goals with school curriculum and state standards		1.0  4.0	The lesson connected to state standards and the school curriculum.
Collaboratively designs instruction		1.0  4.0	Kaitlyn appears to have developed a collaborative relationship with the classroom teacher.
Differentiates instruction for a variety of learning needs		1.0  4.0	Kaitlyn used the strategy of students helping students as part of the independent learning activity. This reinforces learning for the high achieving student, while giving help to a student that may need more support, before asking the teacher.

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

Annotated Documents

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