



Assessment Details

3.2 Schaner, Kaitlyn

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ASSESSOR Conlon, Tom

TYPE Manual










TOC n/a

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

OVERALL COMMENT: Kaitlyn followed the steps of an effective lesson, provided effective teaching and learning strategies, and the students were highly motivated making for successful lesson with students meeting the objectives. In this whole group lesson as part of a unit of study, Kaitlyn began the lesson with a review of previous learning as part of her Anticipatory Set. She incorporated a power point and also used the white board to visually reinforce learning and to keep student focus, as part of the Input, Checking for Understanding portions of the lesson. She helped the students connect the purpose of this lesson to the overall unit of study which will culminate with a live face book play.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	This was a lesson within a unit of study culminating with a play to be presented live on face book for the students families. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Kaitlyn and the classroom teacher planned to assign the different parts of the characters in the play based on reading levels.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Kaitlyn appears to exhibit a fairness and belief that all students can learn. The students appeared to feel safe to try their best and raise their hands to respond to Kayla's questions. Kayla fostered this as she asked other students to help when a student struggled some with their response rather than simply proceeding on with the lesson.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0  4.0	Students appeared attentive and motivated within the lesson.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	Kaitlyn did not need to go into any depth to communicate her student behavior expectations, as the classroom teacher has made these procedures routine and the students follow them. Kayla will want to discuss with the teacher her strategies to make these classroom routines.
Responds appropriately to student behavior		1.0  4.0	The students were engaged throughout the lesson and I did not see a time when Kaitlyn had to redirect a student.
Effectively teaches subject matter		1.0  4.0	This is a strength for Kaitlyn as she follows the steps to an effective lesson and plans and implements activities that engage students,
Guides mastery of content through meaningful learning experiences		1.0  4.0	Kaitlyn used the Active Board appropriately to enhance the learning as she had some slides she had prepared, as well as finding actual pictures of buildings at the capitol that correlated to the story. Kayla used the strategy of repetition most effectively as she enunciated multisyllabic words and had the students repeat saying those words, 3-4 times for each word.
Uses multiple methods of assessment		1.0  4.0	Kaitlyn was able to assess learning within the whole group, but the actual assessment of reading fluently and with expression will be completed in other lessons and in the culminating play.
Connects lesson goals with school curriculum and state standards		1.0  4.0	The lesson goals were correlated to school curriculum and state standards.
Collaboratively designs instruction		1.0  4.0	This lesson was a component lesson within a unit of study developed by the classroom teacher. Kaitlyn was given the task to enhance the unit with this lesson.
Differentiates instruction for a variety of learning needs		1.0  4.0	Students were assigned parts in the play that correlated to their reading abilities.

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Kaotlyn appeared genuinely interested in receiving feedback
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Kaitlyn seemed to accurately reflect on the success of this lesson.

Annotated Documents

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