



# Assessment Details

**3.0** Baumgartner, Katie

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**TYPE** Manual

**ASSESSED** 2018-10-05 18:30:14 **Results**  
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**TOC** n/a

**ASSESSOR** Conlon, Tom

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

**OVERALL COMMENT:** This was an atypical first grade classroom with a variety of students with behavioral and educational needs. The classroom teacher made a point to visit with me about how she appreciates Katie, her understanding of the students, her positive attitude, and the effort to do her best for the students.

The lesson Katie taught was effective as the students appeared to be successful in meeting the objective. Katie followed the steps of an effective lesson which is usually key to a successful lesson. At this point the students have not grasped the idea of routine. Releasing the students to do a typical learning strategy such as a Turn and Talk, collaborative learning, or transitioning are all very difficult. The students could sit on their carpet squares, listen to Katie as she read to them, and then were able to answer questions appropriately as Katie called on them. When Katie would have her own classroom like this, she will want to take those kinds of positives and create leaning activities using simple, condensed strategies, moving them along at their pace. She will need to be clear and concise with directions and then consistently redirect the students until her expectations become routine.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;">                     1.0 <input type="text" value="3.0"/> 4.0                 </div>	This was a whole group lesson on Comprehension presented to a first grade class. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		<div style="text-align: center;">                     1.0 <input type="text" value="3.0"/> 4.0                 </div>	Katie began the lesson with a whole class review of the topic, and as the expectation was to draw pictures to demonstrate the students level of comprehending the story, there was not a need to assess prior learning.

Criterion	Description	Score	Comments
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.5"/> 4.0	Katie appeared well aware of the students socioeconomic and cultural differences.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Katie exhibited a fairness and sets high expectations.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	It was evident that Katie tried to create a safe and respectful environment.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Students were engaged in the whole group session as Katie read a book to them and then students answered questions as a group.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Katie clearly communicated her expectations. She now will want to coach those expectations with logical and consistent consequences when the students do not comply. Practice, Practice, and Practice. When Katie gets a group like this in her future, she will want to go slow and take more time than she would like at the beginning of the year and within lessons so that expectations become routine. In this manner, less time will be needed as the year goes on, and actual learning time will increase.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	Katie will want to incorporate strategies such as mentioned above, and in the Comments below, to eliminate the times she needs to redirect student behavior.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Katie incorporated all the steps of an effective lesson and the students met success.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Katie planned and implemented learning experiences where the students were engaged. She also planned strategies such as collaborative learning, but this group is not ready for the freedom that comes with that type of learning. Again, go slow and implement as they are ready.

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0 3.0	Katie assisted the students to relate prior learning from other lessons, inside this classroom as well as outside.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0 3.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0 3.0	
Uses multiple methods of assessment		1.0 <input type="text" value="3.5"/> 4.0 3.5	Katie assessed the students in the whole group portion of the lesson, moved through the classroom monitoring and assessing in their groups, and then had a writing/drawing activity that she could use to assess learning.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0 3.0	The lesson was correlated to school curriculum and state standards.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="2.5"/> 4.0 2.5	The classroom teacher suggested an adjustment during an activity and to Katie's credit she made the adjustment.
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0 3.0	Katie planned what would appear to be effective, researched based strategies, but this class may not be ready or prepared enough at this time.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0 3.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0 3.0	Katie appeared appreciative to receive feedback on her teaching.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Katie appeared to have an accurate reflection on the lesson, that the most important part was that the students met the objective/
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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