



Assessment Details

2.6 Baumgartner, Katie

SUBMITTED 2018-03-11 16:44:00

ASSESSED 2018-03-14 17:26:09 Results
Seen 2018-09-25 20:24:11

ASSESSOR [Hager, Sheila](#)

TYPE Manual

TOC n/a

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

OVERALL COMMENT: Good lesson Katie! It was a pleasure for me to observe you and realize we had a connection of Strasburg and Linton. I hope you enjoy the rest of your week and continue to grow in the educational field.

Assessed Criteria

| Criterion | Description | Score | Comments |
|---|-------------|--|---|
| Supports student learning through developmentally appropriate instruction | | 1.0 <input type="text" value="2.5"/> 4.0 | Students were engaged, especially when finding contrast and compare descriptions within story. |
| Accounts for differences in students' prior knowledge | | 1.0 <input type="text" value="2.5"/> 4.0 | Good to include question of the week; especially since it had the word unique within it, which at times, contrast descriptions will be. |
| Exhibits fairness and belief that all students can learn | | 1.0 <input type="text" value="3.0"/> 4.0 | When roaming around classroom, encouraging comments makes students sit up and work even harder. |
| 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="2.0"/> 4.0 | Don't overuse a particular attention alert, for students will tune you out after awhile. Watch/listen/ talk to Ms. Stewart on how she gets their attention from task to task. |

| Criterion | Description | Score | Comments |
|---|-------------|--|---|
| Responds appropriately to student behavior | | 1.0 <input type="text" value="2.5"/> 4.0 | |
| Effectively teaches subject matter | | 1.0 <input type="text" value="2.0"/> 4.0 | Since your standard was on compare/contrast, spend more time in teaching that concept. Never presume that all students understand it with just a one or two minute description. Also, to add to your lesson, add some visuals via power point, etc. |
| Guides mastery of content through meaningful learning experiences | | 1.0 <input type="text" value="2.5"/> 4.0 | In what way can you close up your lesson to leave students with a positive learning experience of standard at hand? |
| Uses multiple methods of assessment | | 1.0 <input type="text" value="2.5"/> 4.0 | Your Venn diagram will be a good assessment of knowing which students have grasped the standard. |
| Connects lesson goals with school curriculum and state standards | | 1.0 <input type="text" value="3.0"/> 4.0 | |
| Collaboratively designs instruction | | 1.0 <input type="text" value="n/a"/> 4.0 | |
| Differentiates instruction for a variety of learning needs | | 1.0 <input type="text" value="2.5"/> 4.0 | Katie, you had a good idea to have the high roller students expand on their thoughts. With your lower academic, how could you lesson the activity to make it more attainable for them? |
| Uses feedback to improve teaching effectiveness | | 1.0 <input type="text" value="3.0"/> 4.0 | You were very open to ideas and had some very good ideas on your own. Reflection time after a lesson will be very beneficial to you and your students. |
| Uses self-reflection to improve teaching effectiveness | | 1.0 <input type="text" value="3.0"/> 4.0 | |

Annotated Documents

Comments on Page Content

