



Assessment Details

2.0 Baumgartner, Katie

SUBMITTED 2018-02-15 16:38:35

TYPE Manual

ASSESSED 2018-02-24 19:41:59 ✓ Results
Seen 2018-10-18 13:53:28

TOC n/a

ASSESSOR [Stewart, Andrea \(external\)](#)

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

OVERALL COMMENT: Katie came up with a strong and engaging lesson on both pronouns and irregular plurals. She had confidence and engaged with students as they worked in groups, going and sitting for a time with each group, asking them questions and answering theirs. She found out after starting one lesson, that it would need to be modified slightly to work better, which I told her is exactly how teaching can be in real life. Sometimes, we have an idea in our head and looks great on paper, but until you try it, you don't know what hiccups may occur and what may need to be adjusted. Students often help find those hiccups through their questioning and engaging in the activity. Then a teacher needs to say, "how can we tweak this right now to make it work best for this class?" We did come up with a solution to one such hiccup and tweaked her lesson right in the middle of it, and things ran smoother after that. We discussed being flexible and how it is good to reflect during lessons, not just afterwards. She also got a chance to work with small groups during the week. I am excited to see what she teaches in her next 2nd week assignment.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="2.0"/> 4.0	

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	The kids loved doing the scavenger hunt! They were so engaged, they did not want to stop. They love to get up and move about so this was perfect for them.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="1.5"/> 4.0	Need to work on giving expectations before beginning lessons. If you set expectations, you must hold them to these expectations. Otherwise, they will do whatever they feel like (talking, not completing tasks, etc).
Responds appropriately to student behavior		1.0 <input type="text" value="1.5"/> 4.0	Need to work on controlling those who get off task during group work (talking, goofing off, off task, etc). Don't be afraid to hold them to expectations.
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	Came prepared, knew the material, found an engaging way to present and practice the skills
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.0"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="n/a"/> 4.0	Did not observe any assessments
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="2.0"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="2.0"/> 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="n/a"/> 4.0	Did not observe any differentiation
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	

Annotated Documents

Comments on Page Content