



Assessment Details

2.9 Seideman, Katrin

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📄 INSTRUMENT EDU 300 Practicum I Rubric

👤 ASSESSOR Hager, Sheila

OVERALL COMMENT: Katrin, you were excited about your lesson today and it showed in your presentation, and your excitement transferred over to your students. Never lose that excitement! You were well prepared for your lesson and it flowed from one step to another. There's nothing better to a teacher's ears than to hear students ask to do a particular activity again you had that excitement in your classroom Katrin Good job!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Great way to introduce moral of the story was to use a story they were familiar with: 3 Little Pigs.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	From classroom discussion to playing the game: Kahoot; you had the students totally engaged. On top of the flow of activities, you said many positive comments to the students to encourage them to feel good about their responses.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	While students were getting computers, you explained the behavior that you expected: no pushing, wait your turn, etc., continually expecting acceptable behavior.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	5-4-3-2-1/ said the jingle and then waited for acceptable behavior. Voices off - waited till voices were off. Remember when asking for a specific behavior to wait until you receive that behavior/ or take the time to practice the behavior that you are expecting. Good job Katrin!
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	As reflected, we as teachers sometimes presume students know information it never hurts to always review, then go on. During this lesson, it would have been beneficial for you to review the elements that were going to be 'tested' during the game.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	From discussion, to game, the activities planned for moral of story flowed. In completing your lesson, you closed it up relating the moral of the lesson to a 'life lesson' something the students can identify with. Good job!
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	To be able to see which students had a clear picture of what a moral is, this lesson could've used an exit note where you read a very short story and had students write down the moral of the story on a sticky note. In a very short order, you could've known which students grasped the new idea; it also helps you in developing your next lesson on the 'moral of the story'.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="n/a"/> 4.0	
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Within your lesson plan, you had written a good plan for your high rollers, having them point out elements in one of their own stories. It wasn't needed during this lesson, for students were all very engaged, but it was so good that you were prepared.
Instructional practices reflect effective communication skills		1.0 <input type="text" value="3.0"/> 4.0	As reflected, the more you can write into your lesson plan the less you have to think on your feet.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	The best way to end your day is to reflect on how your lessons went remember, what works one day or with one group of students, won't work the next, so you are continually changing plans up for the betterment of your students.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	As discussed, try not to presume that students attain all information needed ... fit into your lesson a quick review of previous knowledge just for a safety net for students who may not be up to par on that information.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	
Collaborates with colleagues to improve student performance		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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