



Assessment Details

3.2 Seideman, Katrin

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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

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

OVERALL COMMENT: Katrin had a successful lesson as she included each of the steps to an effective lesson form the Mental Set to the Closure. She began with a review of previous learning and then told the students the objective and purpose of the lesson. She followed that with appropriate activities, modeled her expectations, and then provided Guided Practice followed by Independent Practice and an appropriate Closure. The activities were engaging, the students seemed to be having fun as they participated, and most importantly they seemed to understand and learned the concepts being taught.

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 social studies lesson on Citizenship presented to a first grade classroom. The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Katrin began with a general review of previous learning. A lesson such as this on citizenship in first grade does not require much assessment of prior knowledge.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Katrin exhibits a respect and has high expectations for each student.

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.5"/> 4.0	The students appeared to enjoy the lesson and felt safe to fully participate and do their best.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Katrin uses quick management techniques effectively and appropriately.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	The classroom teacher has developed classroom routines the students seem to follow with little or no reminders. Katrin will want to explore following a similar pattern as she becomes a classroom teacher.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	At one point one of the students needed to be redirected. Although Katrin was aware of this and redirected the student, the teacher removed the student for a short time and then had that student return again to the class. When Katrin has her own classroom, she will want to follow up in this type of situation and look to visit with the student at an appropriate time away from the other students.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	See Comments below: As Katrin plans lessons, she will also want to plan an activity or activities for students that finish their work earlier than others, and she will want to communicate those expectations before transitioning them to do their independent work.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	This was a most appropriate lesson on rules and actions for being a good productive (student) citizen.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.5"/> 4.0	With the Closure activity Katrin had the students write one of the four rules they learned in this lesson they would practice in the school. This helped the students extend their learning from this lesson and beyond this classroom out into the school.

Criterion	Description	Score	Comments
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.5"/> 4.0	Students were engaged physically as they repeated the actions that went with the rules. The exit slips extended the learning.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="n/a"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Katrin monitored student participation/learning in the whole group activities, she also used the thumbs up/down method to assess group learning, and she also assessed individual learning with the exit slips.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was correlated to school curriculum and state standards.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.5"/> 4.0	Katrin used the strategy of repetition very effectively. She Modeled the desired learning of rules and actions, then used a puppet to do the same, and then had a few students act as leaders repeating the same thing. The students thought of it as a game, and with the variety from the teacher, to a puppet, to other students, they were begging for more.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Karin was very interested in receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Katrin recognized the lesson went well and thought it was because the students were having fun and learning. We then talked about the other reasons for the success, such as lesson design, activities, and repetition.

Criterion	Description	Score	Comments
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	

Annotated Documents

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