



Assessment Details

3.1 [Kopp, Tayler](#)

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TYPE Manual

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TOC n/a

ASSESSOR [Hager, Sheila](#)

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

OVERALL COMMENT: Tayler, thank you for allowing me to observe you during your first lesson. You created a very good lesson. It flowed from one part to the next; stuck to the standard using numerous teaching techniques and included all 3 senses within your teaching techniques, to try to include all of your students' learning strengths. You discovered on your own the benefit of technology; the sky is the limit when it comes to technology.. I look forward to visiting your classroom again after Thanksgiving.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	Very age appropriate, and yet many open ended discussions to challenge the high rollers, but not discourage the educationally disadvantaged.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	When beginning a lesson, don't spoonfeed; be inquisitive in finding out what knowledge students already know, and take off from there.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Your warm smile is always inviting. Respect is earned; when giving, you shall receive.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	Your lesson today is proof that even within a short 20 minute lesson, student engagement is possible.

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	So as not to cause chaos and confusion, always state expectations of behavior before allowing students to scatter around room. Therefore, if expectant behavior isn't given, it can be addressed easier for all students heard the direction to begin with.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Followed Bloom's Taxonomy of creating a lesson plan very well: in future lessons, add prior knowledge and closure.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	In teaching a new concept, the change up of activities continued to teach the standard, but in different manners, different senses, to cover all bases. Good job!!
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Numerous formative assessments were used throughout your classroom: large and small group discussion along with white board answers gave you multiple ways to assessing the students' progress.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.5"/> 4.0	Spot on!
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	Discussed lesson with practicum teacher and took her advice on a few change ups within the lesson: 'glue' ... great addition to use for the students understand that term and can associate with it.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.5"/> 4.0	Without realizing, there was differentiation going on throughout your lesson but to make it clearer: add right to your lesson plan how you are going to challenge those high rollers, or how you are going to make it simpler for the struggling student: ex: when finished, have them continue on the back side of sheet with compound and/or simple sentences. When addressing differentiation right within your lesson plan, it's already a planned activity, so you don't have to think so hard in a spare moment.

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Very open to feedback digest it, and use what works for you to help you create lessons that are challenging to your students.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	A necessity in today's world always ask yourself: how did it go? Can I change or add anything to make the lesson even better?

Annotated Documents

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