



Assessment Details

3.1 [Kopp, Tayler](#)

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ASSESSOR [Conlon, Tom](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 400 B2

TOC n/a

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

OVERALL COMMENT: Taylor conducted an appropriate reading lesson with a Read Aloud that correlated to Social Studies and Science standards in the fourth grade curriculum. Taylor was able to include several of the steps of an effective lesson including an Introduction and Review of prior learning, an Input and a Closure. A Read Aloud does not call for all the steps of a regular teaching and learning lesson and therefore does not have many supportive activities, such as the use of technology, manipulatives, games, etc. and as such, those supporting parts of what might be a typical lesson are not included in this report.

Taylor exhibited her flexibility and self-confidence by conducting an effective whole group discussion on genres as she was requested to do just prior to the lesson.

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 Read Aloud presented in this fourth grade classroom. The non-fiction book was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="n/a"/> 4.0	
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="n/a"/> 4.0	

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	In discussion with Taylor she demonstrates a belief that all students can learn.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.5"/> 4.0	Students appeared to want to discuss the reading which would demonstrate they felt secure and safe in this environment.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Students appeared interested and engaged in the reading and in fact one of the students made a point to tell Taylor that he really liked the book.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Taylor did not seem to need to communicate her student behavior expectations for this lesson as the students appeared to follow the procedures created by the classroom teacher. Taylor and I visited some about the importance of her beginning to think what kinds of expectations she might desire in her future classroom and the importance of clearly communicating them to her students.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	Taylor successfully redirected a student in a quiet and supportive manner. She also used the "eyes on me" strategy effectively..
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Taylor planned and implemented this Read Aloud and the students responded positively.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	Taylor had prepared appropriate times to stop the read-aloud, asking probing and follow up questions. She also incorporated the "Turn and Talk" strategy effectively.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	Taylor encouraged the students to relate the learning to their own experiences at several portions of the lesson.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Taylor monitored student engagement through observation and student responses.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	Taylor chose a book for this lesson which correlated to the school curriculum.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="n/a"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	This book had several pictures and Taylor made sure she was holding the book so that all the students could see, which added a visual to the learning.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="n/a"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Taylor seemed very interested in receiving feedback on her teaching and was already looking forward to her future observation when she could teach a lesson that would lend itself to more student activities.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Taylor accurately assesses her teaching effectiveness.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="n/a"/> 4.0	

Annotated Documents

Comments on Page Content

