



Assessment Details

3.1 Schaffner, Katelyn

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ASSESSOR [Conlon, Tom](#)

TYPE Manual

TOC n/a

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

OVERALL COMMENT: This was a basic phonetic/spelling lesson presented to this second grade classroom. Kaetlynn incorporated all the steps of an effective lesson from the Mental Set to the Summary. She enhanced the learning by using the Active Board effectively, Kaitlynn Modeled the expected learning for the students and also personalized the learning for the students by incorporating the character "Count Dracula" to further emphasize a phonetic sound. Research shows us the importance of all of these components within a 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 phonetic/spelling lesson appeared developmentally appropriate for this second grade class.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Kaitlynn began the lesson with a review of prior learning and monitored the students as they responded to her questioning.
Exhibits fairness and belief that		1.0 <input type="text" value="3.0"/> 4.0	Kaitlynn exhibits a fairness to each student and seems to have a belief

all students can learn			that all students can learn.
Structures a classroom environment that promotes student engagement			Students were engaged as each of them used their white board in this activity.
Clearly communicates expectations for appropriate student behavior			Kaitlynn gave the students clear expectations for their behavior in this activity as well as clear consequences for inappropriate behavior. (In this case the white board and marker would be taken away if a student did not comply with the expectation.)
Responds appropriately to student behavior			Kaitlynn simply visited or reminded an individual and/or group of the consequences for misbehavior and then moved on with the lesson. The students responded positively.
Effectively teaches subject matter			Kaitlynn appeared to have a clear grasp of the expected learning and helped the students stay engaged with the learning.
Guides mastery of content through meaningful learning experiences			Kaitlynn used the Active Board to keep the students visually engaged and had each students physically engaged using their whiteboards. She began the lesson with a familiar character for the students using the Active Board and then used that character again to summarize the learning and tie the learning together at the conclusion of the lesson.
Uses multiple methods of assessment			Kaitlynn assessed student learning by giving each student an individual white board to respond to Kaitlynn's question on the phonetic questions. She also had individual students come to the board in front of the class with other responses to monitor student success.
Connects lesson goals with school curriculum and state standards			The lesson goals were directly correlated to school curriculum and state standards.

Collaboratively designs instruction		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	The lesson appeared to be collaboratively designed with the classroom teacher.
Differentiates instruction for a variety of learning needs		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	
Uses feedback to improve teaching effectiveness		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	Kaitlynn appears to genuinely appreciate feedback on her teaching and is able to make adjustments.
Uses self-reflection to improve teaching effectiveness		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	Kaitlynn uses self-reflection effectively to improve her effectiveness.

Annotated Documents

Comments on Page Content