



Assessment Details

3.2 Tollerud, Kaylee

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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 lesson on summarizing presented to this fourth grade classroom Kaylee incorporated all of the steps to an effective lesson from the Mental Set to Wrap up or Summary. In addition she incorporated technology appropriately and was able to personalize the learning by using an example the students could easily relate. She gave each student a guide sheet to assist them as they gathered their thoughts to eventually summarize a favorite game. The students seemed to successfully reach the lesson objective as witnessed by the number of students that wanted to share their work with the class. The strategies Kaylee incorporated today are research based, and proven to be effective.

Kaylee's next step will be to build on these strategies. For example, during discussion, Kaylee will want to build on some on the student responses at times, by going beyond a simple recognition of a correct response. She might say such things as; "Wow, i didn't even think of that... or Did you hear what ___ just said ... or That's a really good thought because..." It is also important when giving these kinds of responses to be specific, describing why a particular response was good. As students are successful, it builds confidence in themselves to keep trying and to do it again.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate		<div style="text-align: center;"> 1.0 3.0 4.0 </div>	The lesson appeared to be developmentally appropriate and Kaylee geared the lesson according to student interest and background.

instruction			
Accounts for differences in students' prior knowledge			Kaylee began the lesson reviewing prior knowledge in a group discussion about summarizing.
Exhibits fairness and belief that all students can learn			Kaylee exhibits a fairness for each student and sets high standards for each, with a belief that all students can learn.
Structures a classroom environment that promotes student engagement			Students seem to transition easily from one activity to the next understanding their responsibilities. For example, upon completing the assigned work, students quietly got out a book and read. It takes time and ongoing coaching for this to occur. Kaylee will want to observe these kinds of practices as she progresses through the Practicum and Student Teaching.
Clearly communicates expectations for appropriate student behavior			Kaylee gave short, clear, effective directions of her expectations.
Responds appropriately to student behavior			The lesson was well prepared and students were engaged. Consequently, Kaylee did not appear to need to redirect any inappropriate student behavior.
Effectively teaches subject matter			Kaylee followed each of the steps to an effective lesson and personalized the lesson with an example of something the students could relate. She also allowed each student the freedom to summarize an activity they were personally familiar with. These strategies impacted the positive student engagement on the learning.
Guides mastery of content through meaningful learning experiences			Kaylee used a guide sheet that effectively focused the students on the expected learning. She moved around the room monitoring and assisting while being mindful of the time.
Uses multiple		3.5	Kaylee monitored the class

methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	discussion, monitored the students as they completed the assignment, and would also have the paper and pencil assignment to assess student learning.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was directly correlated to school curriculum and state standards and the teacher's benchmarks.
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	This lesson was collaboratively designed with the classroom teacher.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	Kaylee planned to use varying levels of expectancy based on the individual students.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Kaylee seemed genuinely appreciative in receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Kaylee appears sincere and accurate in her self-reflections.

Annotated Documents
 Comments on Page Content