



# Assessment Details

**3.5** Patch, Robyn

**SUBMITTED** 2018-03-11 16:42:03

**ASSESSED** 2018-03-16 16:46:37 **Results Seen** 2018-09-24 15:56:24

**ASSESSOR** Conlon, Tom

**TYPE** Manual

**TOC** n/a

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

**OVERALL COMMENT:** Robyn is off to a wonderful start in this Practicum process. Robyn planned, developed, and delivered a multifaceted, and multi-discipline lesson today on poetry and art. She began with an opening student movement activity as a Mental Set engaging the students, and followed this with a lesson that incorporated all the steps to an effective lesson. She used multiple visual methods such as "the Elmo", the white board and posters to reinforce the learning and provide a visual focus. She used Modeling effectively in Guided Practice before releasing the students to work independently.

She was able to incorporate all these strategies in a warm welcoming, and supportive atmosphere that was most effective. Research shows us the importance of incorporating these various teaching/learning strategies, but the most important is the relationship between the student and the teacher and Robyn seems to do exceptionally well with this.

This is a very atypical observation for a Practicum I student. From here, Robyn will want to explore how she can consistently maintain at this level while always exploring methods of improvement.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> <span style="margin-right: 20px;">1.0</span> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border-bottom: 1px solid #ccc; width: 100px; height: 10px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 5px;">3.5</div> <div style="border-bottom: 1px solid #ccc; width: 100px; height: 10px; margin-right: 5px;"></div> <div style="text-align: center; margin-right: 20px;">4.0</div> </div> </div>	This lesson was much more than developmentally appropriate as it was also challenging across cognitive and social areas.

<p>Accounts for differences in students' prior knowledge</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>This lesson was a culminating event in a series of lessons, consequently Robyn was well aware of students prior knowledge. She also used a Review and a game activity to engage the learning.</p>
<p>Exhibits fairness and belief that all students can learn</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Robyn exhibits a fairness and sets high standards for each student.</p>
<p>Structures a classroom environment that promotes student engagement</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Students appeared fully engaged within this well designed lesson.</p>
<p>Clearly communicates expectations for appropriate student behavior</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Robyn clearly stated her expectations for student behavior and just as importantly followed through when a student did not comply.</p>
<p>Responds appropriately to student behavior</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>See above.</p>
<p>Effectively teaches subject matter</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Robyn appeared to have a high understanding of the content of the expected learning and demonstrated her ability to adjust to the students.</p>
<p>Guides mastery of content through meaningful learning experiences</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>See comments below. At one point of the lesson, a student had a response that could have been interpreted in a different manner. Robyn accepted the response, but in the future might want to be sure to fully listen and therefore further develop the thought.</p>
<p>Uses multiple methods of assessment</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Robyn monitored learning in the group discussion as she moved throughout the room assisting the students, and in the end with the poem and corresponding art work of the students.</p>
<p>Connects lesson</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>The lesson was directly related to</p>

goals with school curriculum and state standards			school curriculum and state standards.
Collaboratively designs instruction			Robyn designed this lesson with the support of the classroom teacher who calls Robyn a "natural teacher".
Differentiates instruction for a variety of learning needs			Students worked independently and Robyn will assess each student individually based on ability..
Uses feedback to improve teaching effectiveness			Robyn appears to genuinely appreciate feedback.
Uses self-reflection to improve teaching effectiveness			Robyn appears very adept at self-reflection.

Annotated Documents

Comments on Page Content