



Assessment Details

3.8 Patch, Robyn

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TYPE Manual

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TOC n/a









ASSESSOR Hager, Sheila

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

OVERALL COMMENT: Robyn, what a fantastic lesson you presented to your first grade students today. It all clicked due to your planning, organizing, consistency with your expectations and also, learning what to work on from your own previous lessons. Will all lessons go this well? Probably not, due to unforeseen circumstances that arise in a classroom. But, our aim is always to have a productive lesson that you know the students were engaged, interested in, and learned from the experience. GREAT WORK! Enjoy the rest of your time with Ms. Knopp and I look forward to being in your classroom 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	
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.5"/> 4.0	Great grabber: what do they know about sound? You are introducing the lesson, fishing for prior knowledge of the subject at hand.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.5"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="4.0"/> 4.0	Expected high expectations on the students' behavior and throughout the lesson.

Criterion	Description	Score	Comments
Creates a safe and respectful environment for learners		1.0  4.0	Respect isn't given; it's earned when the educator is respectful, it is usually returned forthright.
Structures a classroom environment that promotes student engagement		1.0  4.0	You developed a highly engaging learning environment for the students to learn.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	You were very clear on what you expected of your students; high expectations of students is a good rule to have.
Responds appropriately to student behavior		1.0  4.0	You said: " ", I am going to wait until I have your attention. Then, you waited. That is the key ... if you go right on, they know they have you and they need not listen.
Effectively teaches subject matter		1.0  4.0	All lessons, whether 20 or 60 minutes , need to include the same format: grabber, teaching standard, reviewing standard, assessing standard, closure. All of these steps were included in your lesson, along with a variety of hands on experiences.
Guides mastery of content through meaningful learning experiences		1.0  4.0	Your ultimate goal is to have the students learn through teachable moments. After teaching the concept, you gave the students the chance to take the initiative of working with what was learned.
Connects core content to relevant, real-life experiences and learning tasks		1.0  4.0	Who allows little first graders to do an experiment with rubber bands? YOU DID and due to your clear, high expectations of good behavior, it worked! As noted in reflection, perhaps pulling in a guitar to show 'string' sounds would've been a way to relate 'sound' to a real life experience.
Designs activities where students engage with subject matter from a variety of perspectives		1.0  4.0	Variety is key here: your lesson switched up about every 10 minutes to keep the students on task.

Criterion	Description	Score	Comments
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text"/> 4.0 4.0	Abstract questions are so important ... 'why' ... 'how' makes their little minds dig further down to find a solution/answer.
Uses multiple methods of assessment		1.0 <input type="text"/> 4.0 3.5	
Connects lesson goals with school curriculum and state standards		1.0 <input type="text"/> 4.0 4.0	Spot on. Teaching of today is definitely based off of the standards ... when you hit the standard, then you know the students are learning with the right progression.
Adjusts instructional plans to meet students' needs		1.0 <input type="text"/> 4.0 3.0	Hard to judge when you don't have your own classroom yet.
Varies instructional strategies to engage learners		1.0 <input type="text"/> 4.0 4.0	
Differentiates instruction for a variety of learning needs		1.0 <input type="text"/> 4.0 3.5	You instructed students to continue onto the backside with other 'sound' ... what could've you incorporated into your lesson plan for that struggling student? Perhaps only working on two of the squares?
Uses feedback to improve teaching effectiveness		1.0 <input type="text"/> 4.0 3.5	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text"/> 4.0 4.0	You learned how to change up your lesson by your reflection ... GOOD JOB!
Upholds legal responsibilities as a professional educator		1.0 <input type="text"/> 4.0 4.0	Very professional in actions, professional dress and within the school setting.

Annotated Documents

Comments on Page Content

