

Assessment Details

2.8 David, Christine

 SUBMITTED 2018-02-11 19:41:49

 ASSESSED 2018-02-14 15:58:11  Results Seen 2019-01-05 01:02:33

 ASSESSOR [Conlon, Tom](#)

 TYPE Manual

 TOC n/a







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

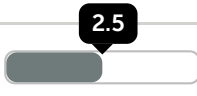
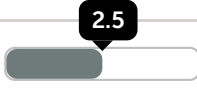
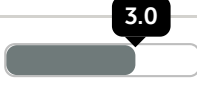

OVERALL COMMENT: Christine created this lesson on Symmetry with an art painting and cutting project using hearts on this Valentines Day, which was most appropriate. Christine began the class reviewing with the class, what symmetry was, enhanced the discussion using the Smart Board, and had individual students come up to the white board and write responses to her questioning. From there, she introduced the actual art activity the students would be completing and had prepared examples of the possible finished project. Christine capitalized on student interest as they were making a Valentine on Valentines Day. Christine had prepared by demonstrating symmetry on both the Smart and White Boards helping the students to focus visually on the new learning and the examples gave them clear perspective of what they would be asked to do.




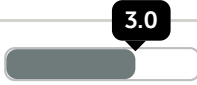
At this point she directed the students back to their desks to complete the task, having all the needed materials ready for the class. At this point several students became confused as they were not sure how to cut the paper in order to make a heart and were not sure about how to go about the painting and folding. With this type of an art activity in the future, Christine will was to emphasize Guided Practice as she will want to do the project in more of a step by step approach, Modeling each step while monitoring the student work, keeping everyone on task. This would provide a sense of structure to the learning eliminating confusion, and students wandering the room as they finished early.

Assessed Criteria

Criterion	Description	Score	Comments
		2.5	

Supports student learning through developmentally appropriate instruction			The direct instruction or Input portion of the lesson was developmentally appropriate. The student project portion, though appropriate,, needed further guidance. See below.
Accounts for differences in students' prior knowledge			Christine provided a well developed review of the concept of Symmetry as she began the lesson.
Exhibits fairness and belief that all students can learn			Christine exhibits a fairness as she works with the students with a belief all students can learn.
Structures a classroom environment that promotes student engagement			Students were engaged throughout the lesson both in the Mental Set and Instruction as well as the Independent Practice. However, the structure changed between the two portions of the lesson. Christine will want to assess what she might do differently in the Independent learning portion of the lesson to provide more structure.
Clearly communicates expectations for appropriate student behavior			In an art lesson using paints, one needs to be very clear and give directions in a step by step process.
Responds appropriately to student behavior			Christine very calmly moved throughout the room assisting students as they worked. A couple of the students had behavior concerns and Christine supported them appropriately and got them back on task. At another point in the whole group instruction, a students blurted out a response and Christine simply said, "raise our hands" and the student

			and the class immediately responded positively.
Effectively teaches subject matter		1.0  4.0	Christine began the lesson well with a Mental Set including a Review of previous learning. From there she had a strong Input portion incorporating the Smart Board to enhance the learning and had examples of the expected student outcome of this art project. She will want to build on the Guided Practice using Modeling, which will allow the Independent Practice to go more smoothly. The class ran a little long which did not allow for a Summary. It becomes difficult to accurately judge the time needed for this type of activity, but by watching and managing the time, one can allow time for materials to be put away and have a summary of the learning.
Guides mastery of content through meaningful learning experiences		1.0  4.0	The instruction portion of the lesson was most effective. The Guided and Independent Learning portion can be adjusted in the future using a step by step modeling procedure.
Uses multiple methods of assessment		1.0  4.0	Christine monitored the students in the direct instruction portion of the lesson and also as she moved around the room assisting the students in their Independent work. She also assessed learning through the completed project. by these measures she could assess that the students seemed to learn and understand the concept of Symmetry.
Connects lesson		1.0  4.0	The lesson was directly

goals with school curriculum and state standards			connected to school curriculum and state standards.
Collaboratively designs instruction		1.0  4.0	Christine appears to work well with the classroom teacher, I am not sure if the teacher collaborated with her on this lesson.
Differentiates instruction for a variety of learning needs		1.0  4.0	
Uses feedback to improve teaching effectiveness		1.0  4.0	Christine appeared genuinely interested in receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0  4.0	As people, we tend to be able to find the part of things, in this case a lesson, that do not go as well as we had hoped. Christine expressed her concern over some on classroom management as the students completed their work. Christine will also want to balance this reflection with all of the positives within this lesson. First of all the students appeared to meet the objectives in the lesson. Christine was well organized with materials ready,, she incorporated technology appropriately and the students were engaged, all very positive.

Annotated Documents

Comments on Page Content

