

## 2.8 Toepke, Kimberly

- **SUBMITTED** 2019-04-22 15:38:38
- **ASSESSED** 2019-04-26 15:47:05 **Results Seen** 2019-04-26 21:35:48
- **ASSESSOR** Basingthwaite, Janet
- **TYPE** Manual
- **TOC** n/a
- **INSTRUMENT** EDU 335 FINAL Evaluation Rubric

**OVERALL COMMENT:** I have appreciated how well you've taken feedback. You're lesson plans are purposeful and comprehensive. I think more time in the classroom and becoming more comfortable with the processes there as well as the learners will help you make more connections with implementation. You have the drive to do this, now we just need to see that the skills are demonstrated and growing in implementation.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 2.5 4.0	As you continue to explore developmentally appropriate milestones and standards this aspect will grow. Right now your activity ideas are good, but sometimes your vocabulary or expectations of the process are too high for the learners.
Accounts for differences in students' prior knowledge		1.0 2.5 4.0	Checking for prior knowledge and then using it to start the lesson and make connections with the content is important. This will also help you with dev. approp. levels and differentiation
Exhibits fairness and belief that all students can learn		1.0 3.0 4.0	

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		<p>1.0</p> <p><b>3.0</b></p> <p>4.0</p>	
Clearly communicates expectations for appropriate student behavior		<p>1.0</p> <p><b>2.5</b></p> <p>4.0</p>	Continue to work on this aspect. Expectations are not only rules of behavior, but also what they are supposed to do with the materials or the activity. Before you release them for individual exploration it's important to go over examples at least a few times.
Responds appropriately to student behavior		<p>1.0</p> <p><b>2.0</b></p> <p>4.0</p>	Don't be afraid to hold students accountable for their behaviors and uphold expectations. This is a crucial part of being a lead teacher. If you can't redirect learners effectively you won't be able to teach them the content.
Effectively teaches subject matter		<p>1.0</p> <p><b>2.5</b></p> <p>4.0</p>	
Guides mastery of content through meaningful learning experiences		<p>1.0</p> <p><b>2.5</b></p> <p>4.0</p>	Most of your lessons were focused on exploring the content and not getting to a mastery level. However, you did have some students in kindergarten and preschool 1 who could have gone further on Blooms.

Criterion	Description	Score	Comments
Uses multiple methods of assessment		<p>1.0</p> <p><b>2.5</b></p> <p>4.0</p>	<p>You are using various methods, but I don't think you are connecting yet to those. I don't think you realize how many informal aspects your using or how they can impact your teaching.</p>
Connects lesson goals with school curriculum and state standards		<p>1.0</p> <p><b>4.0</b></p> <p>4.0</p>	
Collaboratively designs instruction		<p>1.0</p> <p><b>3.5</b></p> <p>4.0</p>	
Differentiates instruction for a variety of learning needs		<p>1.0</p> <p><b>2.5</b></p> <p>4.0</p>	<p>Remember differentiation is teaching to the precursor skill, the target skill, and then a step beyond. It's not modalities OR the amount of assistance learners need.</p>
Uses feedback to improve teaching effectiveness		<p>1.0</p> <p><b>3.0</b></p> <p>4.0</p>	

<b>Criterion</b>	<b>Description</b>	<b>Score</b>	<b>Comments</b>
Uses self-reflection to improve teaching effectiveness		<b>1.0</b> <b>3.0</b> <b>4.0</b>	