UNIVERSITY of MARY

Assessment Details

3.3 Kreidt, Krista

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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

INSTRUMENT Practicum 2 EDU 400 FINAL Evaluation Rubric

OVERALL COMMENT: This was a challenging lesson involving problem solving and creativity. Krista read the story of the "Three Little Pigs" and talked with the students of how the third pig solved the problem of building a strong enough house to stay safe from the big bad wold. From there, she divided the students into learning pairs becoming "engineers" solving similar fairy tale problems. She had all the materials ready for each pair of students. Students were asked to look at their materials, design a plan to solve the problem based on only the materials Krista had planned for the activity. They were then asked to try their design using those materials, and then redesign and try again, when their original plan did not work as well as they had hoped. Although this was a challenging lesson involving creative problem solving, the students were eager, though at times frustrated, to find their own solution to the problem.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		3.0 — 1.0 — 4.0	This was a science lesson on problem solving using a design process presented in this first grade classroom. The lesson was made to be developmentally appropriate.
Accounts for differences in students' prior knowledge		3.0 — 1.0 — 4.0	This was a stand alone science lesson. Krista spent some time in the Mental Set portion of the lesson preparing the students for the lesson and then also paired the students so that they could all meet success with the activity.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		n/a — 1.0 — 4.0	

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		3.0 (1.0 – 4.0)	Krista exhibits a fairness for each student and sets high standards for each of them.
Creates a safe and respectful environment for learners		3.5 (1.0 – 4.0)	There is a safe and respectful climate in this classroom.
Structures a classroom environment that promotes student engagement		3.5 (1.0 – 4.0)	Students became readily engaged in this problem solving activity, Students at this level generally can complete their work in a rather quick fashion and are readily successful. This lesson was somewhat stressful for them as the activity required creative thinking and problem solving, and a possible failure before success.
Clearly communicates expectations for appropriate student behavior		3.5 (1.0 – 4.0)	Krista used a very quick and effective method to help students transition. For example, rather than a long explanation of how she wanted the students to move from their desks to the front, she simply asked the students to use their "walking feet with no voices", with this, the students understood and complied and were ready for the activity.
Responds appropriately to student behavior		3.5 (1.0 – 4.0)	Students appeared so engaged in the activty that Krista did not need to redirect.
Effectively teaches subject matter		3.5 (1.0 – 4.0)	Krista incorporated all the steps of an effective lesson from Mental Set to Closure.
Guides mastery of content through meaningful learning experiences		3.5 (1.0 – 4.0)	Besides a very good lesson design with an activity with no real right or wrong answers, Krista had the students walk around the classroom observing how other pairs of students solved their problems.
Connects core content to relevant, real-life experiences and learning tasks		3.5 (1.0 – 4.0)	Krista talked with the students about this is the kind of work engineers would do, and the students readily related to that.
Designs activities where students engage with subject matter from a variety of perspectives		3.5 (1.0 – 4.0)	The lesson included many research based learning strategies including, partner learning, student movement, and using manipulatives.

Criterion	Description	Score	Comments
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		3.5 (1.0 – 4.0)	The students were challenged at a very high level with the problem solving activity Krista had planned.Collaborative problem solving and innovative thinking were the cornerstones to this lesson.
Uses multiple methods of assessment		3.5 (1.0 – 4.0)	Krista had the actual models of the problem solving they had done, and she also developed a problem solving design form the students would use to document their work.
Connects lesson goals with school curriculum and state standards		3.0 (1.0 – 4.0)	This lesson correlated to state standards and school curriculum. (This lesson could be modified for an upper grade.).
Adjusts instructional plans to meet students' needs		3.0 (1.0 – 4.0)	
Varies instructional strategies to engage learners		3.0 (1.0 – 4.0)	
Differentiates instruction for a variety of learning needs		3.0 (1.0 – 4.0)	Krista partnered some of the students to assure success.
Uses feedback to improve teaching effectiveness		3.0 (1.0 – 4.0)	Krista appears to genuinely appreciate feedback.
Uses self-reflection to improve teaching effectiveness		3.0 (1.0 – 4.0)	Krista appears to accurately assess her effectiveness.
Upholds legal responsibilities as a professional educator		n/a (1.0 – 4.0)	

Annotated Documents

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