



Assessment Details

2.8 Sailer, Kayla

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ASSESSOR [Schueller, Madeline \(external\)](#)

TYPE Manual

PLACEMENT MUSIC Methods SPRING 2019

TOC n/a

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

OVERALL COMMENT: I hope Kayla continues to step outside of her comfort zone and have fun with elementary music!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.5"/> 4.0	A semester long course is not enough time to truly understand where students should be at in elementary music. Each grade is so different. I think Kayla is doing well for the limited experience she has right now, but the more time she is able to spend in the classroom with these different ages, the more comfortable she will be with planning appropriate lessons and distinguishing what specific students need.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	In her limited time to see students (just a half hour per week in the midst of 4 very different classes), it is difficult to get to know students well enough to truly do this. She has been starting to seem to know the kids better at this point in the year though, so I am confident that when she sees students on a more regular basis during student teaching, she will improve in this area.

Criterion	Description	Score	Comments
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	<p>We talked after her lesson today about using attention-getters to bring the students back when they start getting too loud and are not following directions. We also discussed how important it is to give very clear directions before beginning a new activity, especially when the activity involves using any materials. With more experience and practice in front of real students, I am sure this will become more natural!</p>
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	<p>Kayla is knowledgeable and passionate about music. She brought her instruments in one day to show the class, and she is quite at ease when talking about subjects she is comfortable with, like being in jazz band.</p>
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.5"/> 4.0	Kayla included singing, movement, manipulatives, and a story book in her lesson which kept the students engaged.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	Kayla made sure that her lesson built off of songs and concepts I had been prepping the students with before that. During her lesson some were able to make the connection to other songs that used the same tone set.
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	Kayla used some summative assessments during her lesson, including have students repeat phrases they did not sing correctly and going around to check students' dictation and provide immediate feedback.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="2.0"/> 4.0	Kayla aligned her lesson with the routine in my classroom which made for a smooth transition when she taught the class instead of me. She did not include state standards on her lesson though, so that is something to look more into and intentionally incorporate.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.5"/> 4.0	As mentioned earlier, Kayla's lesson included a good variety of activities to keep students engaged. Sometimes she was the leader (for example when leading an echo song), sometimes she helped facilitate other leaders (for example, selecting other students to lead a beat motion song), and sometimes she allowed students to work independently with partners as she went around to partners to check that they were understanding the concept and following directions.

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0 3.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0 3.0	Kayla always took all suggestions graciously, asked questions for clarification if needed, and implemented later.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0 3.0	We were not able to talk for very long after she taught her lesson, but many of the things I took notes on had also crossed her mind, especially in regards to giving super clear directions.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0 3.0	

Annotated Documents

Comments on Page Content