

Assessment Details

3.1 Rudquist, Meghan

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 ASSESSOR [Conlon, Tom](#)

 TYPE Manual

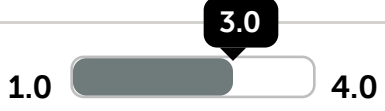
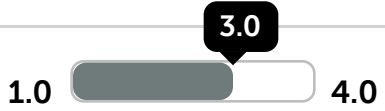
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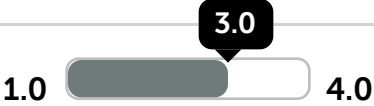
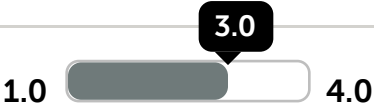
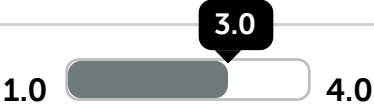
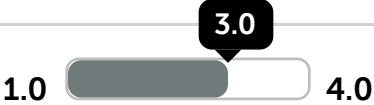



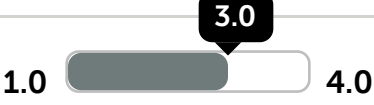
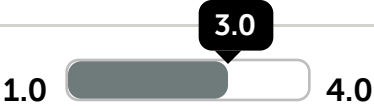
 INSTRUMENT [Practicum 1 EDU 300 FINAL Evaluation Rubric](#)




OVERALL COMMENT: This was a novel lesson of integrating art into this writing lesson. Research shows us how learning increases as students are introduced to new or novel approaches. Meghan used the Active Board to demonstrate how different visual art forms can tell a story. She also used the white board as a visual to explain how one could come up with their own ideas about a story they could tell. These visuals supported the learning but also kept the students focus. With this Introduction and Input she released the student to creatively produce their own story using visual art. The students were engaged which allowed Meghan to move throughout the room simply assisting and monitoring student progress.

Though the lesson was very successful, Meghan will want to better manage the actual time of a comprehensive lesson such as this. She will want to explore "chunking" the time of the lesson or breaking down the lesson into smaller parts, and spreading it over time or simply scheduling a longer period of time for this type of lesson. In addition, she will want to better monitor the time within the lesson. For example, giving a 5 minute warning to the students before the time would expire.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		 1.0 3.0 4.0	Meghan integrated art into this Language Arts lesson on Informative Writing in this second grade classroom. The lesson was developmentally appropriate.
Accounts for differences in students' prior		 1.0 3.0 4.0	Meghan reviewed previous learning on Informative Writing and also went into depth on how one can

students prior knowledge			went into depth on how one can see a story behind a work of art.
Exhibits fairness and belief that all students can learn		1.0  4.0	Meghan seems to exhibit a sense of kindness toward each of the students.
Structures a classroom environment that promotes student engagement		1.0  4.0	This was a unique lesson combining art with writing. The students were engaged and excited to do their work.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	Meghan used the strategy of repetition effectively as she had the whole class repeat her directions before transitioning and later completing the assignment.
Responds appropriately to student behavior		1.0  4.0	Meghan effectively used classroom management strategies in order to keep the class on task in the whole group setting. The students were engaged throughout their assignment, so much so, that Meghan did not need to redirect.
Effectively teaches subject matter		1.0  4.0	It became obvious that Meghan enjoys the arts and has some background in this area. She used this passion and knowledge to plan and develop a unique lesson where students appeared most successful.
Guides mastery of content through meaningful learning experiences		1.0  4.0	Meghan incorporated many research based teaching strategies into this lesson which contributed to its' success.
Uses multiple methods of assessment		1.0  4.0	Meghan monitored the whole group portion of the lesson and had student art work and the writing piece she could use to assess.
Connects lesson goals with school curriculum and state standards		1.0  4.0	The lesson was correlated to state standards and the school curriculum.
Collaboratively designs instruction		1.0  4.0	The classroom teacher and Meghan planned to have a lesson on Informative Writing, and it appeared Meghan took the next step to integrate art into the lesson.

Differentiates instruction for a variety of learning needs			step to integrate art into the lesson. Meghan wanted to demonstrate how one could put their ideas together using art which would give each student a method to pull their ideas together before composing their informative writing..
Uses feedback to improve teaching effectiveness			Meghan appears to genuinely appreciate feedback.
Uses self-reflection to improve teaching effectiveness			Meghan recognized the success of this lesson by the enjoyment of the students and how they were meeting the objective.

Annotated Documents

Comments on Page Content