



Assessment Details

2.0 Richter, Kielly

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ASSESSOR Currie, Kevin (external)

TYPE Manual

PLACEMENT Spring 2020 EDU 400 B2

TOC n/a

INSTRUMENT EDU 400 Practicum 2 MIDTERM

OVERALL COMMENT: Miss Richter was professionally dressed for the classroom and prepared for her lesson in a timely manner. The students were very engaged in the lesson, so classroom behaviors were minimal. Overall, this was a really good lesson.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.0"/> 4.0	The students were given choices. Then they collaborated to come up with ideas as to why their certain animal choice would thrive in the focus habitat.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="1.5"/> 4.0	Miss Richter utilized the students' prior knowledge on environment/habitat to plan/complete her science lesson.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="1.5"/> 4.0	This expectation is difficult to meet early in a practicum experience. As you get to know the students better throughout the experience, this standard will be met/addressed more effectively.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="2.0"/> 4.0	Most students were given the opportunity to share their thoughts throughout the lesson.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="2.5"/> 4.0	Students were given an opportunity to share their thoughts and ideas following a small group discussion.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.5"/> 4.0	Students were moving around the room after making their choices. They were then given time to deliberate as a group. Students shared out their ideas.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	Miss Richter pointed out different animals to students and stated what the animals were for students who couldn't see them clearly. Miss Richter clearly stated the students' expectations during transitions and whole group discussion.
Responds appropriately to student behavior		1.0 <input type="text" value="1.5"/> 4.0	A group of boys was being louder during discussion, she prompted them to "be quieter" respectfully and thanked them for compliance.
Effectively teaches subject matter		1.0 <input type="text" value="2.5"/> 4.0	Miss Richter gave the students four options from which to choose, gave the students think time and allowed them to make their decisions. She then instructed them to discuss as a group. The groups then shared out what was decided in their small groups. The students engaged in a whole class discussion regarding the topic.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="2.0"/> 4.0	The students were engaged in a lesson that required them to think, collaborate, share and record information. All skills that they will be required to use throughout life.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="1.5"/> 4.0	Miss Richter asked the students to create a 5 item list for what they would bring with them to survive in the jungle.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.0"/> 4.0	The students had to choose an animal to discuss regarding habitat. They had to place themselves into that same habitat and choose what they would need to survive.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="2.0"/> 4.0	The students were asked to explain/rationalize their thinking/answers. The students were asked to place themselves in a strange environment and choose what they would need to survive.

Criterion	Description	Score	Comments
Uses multiple methods of assessment		1.0 <input type="text" value="1.5"/> 4.0	The class completed a worksheet as a group following discussion. A formative assessment will be completed down the road to check students' learning.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	Lesson matches Science standard for 3rd grade regarding "Adaptation to environment". Miss Richter's science lesson coincided with what the students would be doing in class.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="1.5"/> 4.0	Miss Richter's lesson plan addressed how she would adjust the lesson to meet various students' needs.
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.5"/> 4.0	Students were asked to move around the room, engage in discussion, collaborate, share their thoughts and justify them, and document what they were learning.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.0"/> 4.0	The students were involved in discussion throughout the lesson. They were asked to copy information that was discussed and listed on the marker board.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="1.5"/> 4.0	A previous teacher had told Miss Richter not to give the students as much information. So, she took that information and tweaked her lesson today.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="1.5"/> 4.0	This was Miss Richter's second classroom lesson taught. She will provide self-reflections for second observation, but was aware of how lesson went.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="2.0"/> 4.0	Miss Richter created a very respectful, safe learning environment for the students.

Annotated Documents

Comments on Page Content