


Assessment Details

3.1 Markwardt, Kenzie

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 **ASSESSOR** [Casavant, Arin \(external\)](#)

 **TYPE** Manual

 **TOC** n/a






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

OVERALL COMMENT: Miss Markwardt is firm, fair, competent, and caring. She presents herself with confidence, but appears humble in her expertise. Her body language and physical presence in the classroom when teaching exhibit a seasoned educator. Her nervousness and "newness" are not reflected when she is working with students. I am confident that she will be an excellent educator and I see her as a colleague and someone who I would seek advice from on a constant basis. She is doing a great job in the classroom. My only suggestion for improvement is to teach more lessons than the requirement for Practicum 1. I think the more she gets to work with the kids, the more her reflections will get practice. :)

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Miss Markwardt thoughtfully reflects on the ability levels. She even ensured her lessons included enrichment questions, as well as lower-level questions so all students had the ability to participate and succeed.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	An example of this was evident when she thoughtfully reflected on how an ELL student could participate in the lessons. She was going to partner him so he could still participate. She reviewed expectations for art procedures on how to use different tool because

			she knew some students were struggling with the use of the tools.
Exhibits fairness and belief that all students can learn			I have a student who is trauma-sensitive and I am impressed that Miss Markwardt is able to look past the "noise" and still expect high results from this student. She celebrated when this specific child was successful and made sure to give extra positive feedback, while still hold them accountable for the material. Even my IEP students were treated with the same expectations and she celebrated and scaffolded appropriately.
Structures a classroom environment that promotes student engagement			She knew when to keep the kiddos at their desks, and when to bring them to the carpet. She used verbal callbacks and repeats that kept them engaged. Hand signals for full participation. Even collaborative groups that were structured enough to keep management in the forefront.
Clearly communicates expectations for appropriate student behavior			She repeated expectations and asked for repeat of the expectations during her lessons. She discussed what things should look like or sound like. If students were not successful, it was not because of Miss M's expectations. She had clear expectations laid out.
Responds appropriately to student behavior			There were a few students I "caught" that weren't addressed during lessons but even a seasoned teacher doesn't always respond correctly. In a class of 29, she caught behaviors that I did not catch during certain moments. Miss M is approaching the level of distinguished "with-it-ness" and will be successful in her classroom management. I think follow through is hard and we all miss behaviors. When she does respond to the behaviors, she is firm and fair. "That is not your job. You need to fix it." She made this clear that it is the child's job to make the correct choice. If she needed to guide them towards the correct choice - she did. Even separating when needed for a couple particularly chatty students in my group.
		3.0	

Effectively teaches subject matter			<p>She was doing a couple lessons on reviewing before a test that I was going to administer and before she presented the lessons, she asked me if I had covered all the content. I was impressed that she ensured things were taught because she wanted her lesson to be effectively scaffolded for the students. She reviewed each item she was going to work with the students to ensure they would have understanding.</p>
Guides mastery of content through meaningful learning experiences			<p>She had some great anticipatory sets for several of her lessons. Students walking in and seeing the inside of a chapel caught their eye and they were "hooked". She made real-world connections. She designed a "quiz" to be in the format of a game and I think that "hidden" assessment allowed her to capture accurate data, yet the students felt the lesson was meaningful and the strategy of game play was unique. Students wanted to be at a mastery level with the slight competition aspect so the thoughtful lesson plan of a game was useful and proficient.</p>
Uses multiple methods of assessment			<p>I observed the following informal methods of assessment:</p> <ol style="list-style-type: none"> 1) Quiz Show (Game play) and captured data to evaluate 2) Whiteboard (on iPad) and was able to see every student's screen and intervene immediately 3) Yes/No walking the room 4) Grading of specific work assignments (grammar poster) 5) Creation of a project (stained-glass windows) If they understood, the project was done correctly
Connects lesson goals with school curriculum and state standards			<p>Was able to tie all lessons to appropriate standards and the lessons "actually hit" the standards. It was not "on the surface" use of the standards.</p>
Collaboratively designs instruction			<p>She took every. single. suggestion. I was impressed with her ability to listen, but then change the lesson to make it "her own". She made suggestions and I felt I was working with a teacher collaboratively through all areas. I enjoyed reflecting with her on my own lessons. She enjoys collaboration</p>

			and seems to "embrace" the professional learning communities in a school.
Differentiates instruction for a variety of learning needs		<p>n/a</p> <p>1.0 <input type="text"/> 4.0</p>	In the first week she did not partake in the differentiated groups. I would love to give her the opportunity to work with my small reading groups and see how she differentiates her lessons for each specific group.
Uses feedback to improve teaching effectiveness		<p>3.5</p> <p>1.0 <input type="text"/> 4.0</p>	She loved feedback and embraced it. She loved posing "what if" scenarios to me and listened to how I would handle each situation. She liked feedback and always took notes to show her professionalism but also willingness to be a reflective educator.
Uses self-reflection to improve teaching effectiveness		<p>3.5</p> <p>1.0 <input type="text"/> 4.0</p>	She always hit her areas of weakness (kids not focusing what should I change) spot on. She would sit and journal and make notes during and after lessons and then WENT BACK to her writing to reflect. Even after a reflection from ANOTHER person on her teaching, she went and reflected on why they felt that way and what she could do to make it better. It was never in a tone of "why would they think that" but "what can I change to fix this". I hope she continues this self-reflection process when she enters a classroom because it will be a great strength for her.

Annotated Documents

Comments on Page Content