

Assessment Details

3.1 Markwardt, Kenzie

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 **ASSESSED** 2018-10-09 21:42:07  **Results Seen** 2018-10-10 11:11:40

 **ASSESSOR** [Conlon, Tom](#)

 **TYPE** Manual






 **TOC** n/a

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

OVERALL COMMENT: In this just her first teaching lesson Kenzie exhibited a certain confidence in following her lesson, and addressing the students. She incorporated all the steps to an effective lesson including an Anticipatory Set, as she reviewed previous learning, established the Objective and Purpose of the lesson and had a model to demonstrate the expectation or Input. She then Checked for Understanding and provided some Guided Practice before assigning Independent Practice and had also planned an effective and innovative Closure. When one plans and then implements these steps along with providing a developmentally appropriate lesson, one can almost always be assured of an effective lesson. It is rare that a Practicum I student, teaching their first lesson, can accomplish all of these components as Kenzie did today.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	This was a lesson on complete sentences while avoiding run-on and fragmented sentences. The lesson appeared to be developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	This lesson was part of a larger unit and continuation of previous learning.
Exhibits fairness and belief that all students can		1.0 <input type="text" value="3.0"/> 4.0	Kenzie appears to exhibit a fairness and belief that all students can learn. With the apparent ease in

learn			<p>which most of the students completed the assignment, Kenzie may want to consider raising her expectations for this class. However, there is a fine line between challenging and frustrating students. One needs to be cautious when one raises the expectations, as the adage reminds us that success builds success.</p>
Structures a classroom environment that promotes student engagement			<p>Students appeared engaged in both the whole group learning as well as their independent work.</p>
Clearly communicates expectations for appropriate student behavior			<p>Kenzie did not need to be specific in her student behavior expectations as routines have been established in the classroom and student respond appropriately. Kenzie will want to discuss with the classroom teacher what she has done and continues to do to make procedures become routines.</p>
Responds appropriately to student behavior			<p>I did not observe Kenzie needing to respond to any inappropriate student behavior, However, according to Kenzie, she had quietly redirected a student. This is always the best method of redirection, quietly redirecting while avoiding any incidence that could disrupt the whole class. In addition, Kenzie had the confidence in herself to ask me how she might help this student in a future similar situation. She wanted to go beyond handling the situation to finding strategies to help the student avoid a similar situation in the future. This speaks volumes of the kind of educator Kenzie is striving to become.</p>
Effectively teaches subject matter			<p>See Comments below</p>
Guides mastery of content through meaningful learning experiences			<p>Kenzie planned and implemented meaningful learning experiences within this lesson. She will want to explore posting the steps to complete the assigned work, right up to clean up. This will avoid verbal interruptions informing or reminding the</p>

			students of these steps while the students are working.
Uses multiple methods of assessment			Kenzie assessed student progress as she moved around the room assisting and monitoring. She included a short e-mail response the students would send to her demonstrating their learning.
Connects lesson goals with school curriculum and state standards			The lesson goals were correlated to school curriculum and state standards.
Collaboratively designs instruction			Kenzie appears to work very well with the classroom teacher.
Differentiates instruction for a variety of learning needs			Kenzie planned and provided a short time of one to one help for a new student within this lesson.
Uses feedback to improve teaching effectiveness			Kenzie appeared very interested in receiving feedback to the point she began to take notes.
Uses self-reflection to improve teaching effectiveness			Kenzie seemed to be able to accurately use self-reflection.

Annotated Documents

Comments on Page Content