



Assessment Details

3.0 Schmidt, JaCee

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ASSESSOR Currie, Kevin (external)

TYPE Manual

TOC n/a

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

OVERALL COMMENT: Miss Schmidt did a wonderful job of integrating the technology in the classroom into her lesson. The students were engaged throughout the lesson and on task during the individual work time while using their Ipads to assist them in completing the assigned activity. The students were very engaged during Miss Schmidt's lesson, as a result there were minimal student behaviors to address during her lesson. Miss Schmidt monitored the students while they were working individually check for student progress and answering questions as needed. She was very comfortable in leading the lesson and the students responded well to her leading the classroom; a mutual respect had been developed between Miss Schmidt and the students. Considering this is a class of 28 students, her classroom management was very good.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> 1.0 4.0 </div> <div style="text-align: center; margin-top: 5px;"> 3.0 </div> <div style="text-align: center; margin-top: 5px;"> ▼ </div>	Miss Schmidt had the students work collaboratively in their group to complete a web of Trickster Tale characteristics. After completing the web, Miss Schmidt led a whole group discussion based on the Trickster Tale about Maui. The students used the web they had created to identify the characteristics showcased in the Maui story. Miss Schmidt had the

			students apply what they had learned through an individual activity; the web they had created as a group was available for all students to use as a guide.
Accounts for differences in students' prior knowledge			Miss Schmidt's lesson is a review of concepts taught to the students earlier in the week. Miss Schmidt had the students work in their table groups to create the visual aide for Trickster Tales that they had seen in ELA all week. Miss Schmidt used a popular movie "trickster" as the focus for her lesson.
Exhibits fairness and belief that all students can learn			All students were tasked with completing a web as a group; Miss Schmidt stated in her directions that all students were responsible for completing a bubble in the web. As the passages were read to the students on their Ipad, all students were able to complete the activity assigned to them by Miss Schmidt.
Structures a classroom environment that promotes student engagement			The students began their lesson by creating a Trickster Tale web of characteristics. Miss Schmidt utilized the classroom's technology throughout her lesson. A YouTube video was shown to get the students into the mindset of Trickster Tales and identifying "tricksters" in texts. The students were asked to apply the Trickster Tale characteristics from their webs in a whole group discussion about Maui. The students were using their Ipads to listen to Trickster Tales and identify some of their characteristics following completion of the whole group lesson, applying what they had discussed.
Clearly communicates expectations for appropriate student behavior			The students were given clear directions for completing the web activity in their table groups. A timeframe for completion was given so students knew their allotted work time. Miss Schmidt gave the students her directions clearly before excusing them to complete the work on their own.

<p>Responds appropriately to student behavior</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Miss Schmidt walked around the classroom during the small group work time to ensure that students were on task.</p>
<p>Effectively teaches subject matter</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Miss Schmidt's lesson focused identifying "Trickster Tale" characteristics. The students were asked to work collaboratively in their groups to complete a Trickster Tale web; this way the students had the information right in front of them and the characteristics were fresh in their minds. The students then used the Trickster Tale information to complete an assigned activity based on Trickster Tale that interested them.</p>
<p>Guides mastery of content through meaningful learning experiences</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>The students were responsible for creating the informational web related to the ELA concept. Following a whole group discussion on Trickster Tales, Miss Schmidt had the students read through a Trickster Tale and identify the characteristics for that specific tale applying what they had discussed during the whole group lesson.</p>
<p>Uses multiple methods of assessment</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>The Trickster Tale web gave Miss Schmidt a formative assessment through which to check students' understanding. She also had some informal assessment completed during her question and answer whole group mini-lesson. Miss Schmidt had the students work individually to find a Trickster Tale and identify the characteristics by recording the information on a notecard that she would collect to assess.</p>
<p>Connects lesson goals with school curriculum and state standards</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Miss Schmidt's lesson was designed utilizing two state standards, one on theme and the other on characters, settings, and events. As this was a review lesson of concepts previously taught in class, the lesson also fell in line with the classroom/school curriculum.</p>
<p>Collaboratively designs instruction</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Miss Schmidt collaborated with her cooperating teacher in designing her lesson of review for the class.</p>

<p>Differentiates instruction for a variety of learning needs</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Miss Schmidt's placement has an ELL/ESL student which requires her to plan lessons accordingly. By having the students work in their table groups to create the Trickster Tale web, all students were able to share the information while creating a visual reminder of the characteristics as well. Miss Schmidt stated that her activity expectations were down-sized/minimized for students with reading or comprehension difficulties. The students used their Ipad which had the Trickster Tale passages on them, so students were read the tales while following along,</p>
<p>Uses feedback to improve teaching effectiveness</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Many conversations with her cooperating teacher have provided Miss Schmidt many opportunities to take feedback and use it to improve her teaching practices.</p>
<p>Uses self-reflection to improve teaching effectiveness</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Miss Schmidt has reflected following all of her lessons taught. Her first observation was video recorded and she stated that it was very reflective to be able to watch that lesson and perceive her teaching from that perspective.</p>

Annotated Documents

Comments on Page Content