



Assessment Details

2.8 Schmidt, JaCee

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ASSESSOR Casavant, Arin (external)

TYPE Manual

PLACEMENT Elementary Education Practicum I SPRING 2019

TOC n/a

INSTRUMENT Practicum 1 EDU 300 FINAL Evaluation Rubric

OVERALL COMMENT: Miss Schmidt will do well in the U of Mary program. From her practicum 1 experience, I can tell she has the tools and methods to become a competent, reflective teacher. Good luck! :)

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Ms. Schmidt is learning how to consider and adapt lessons for EL, IEP's, and Level 4 thinkers. I am impressed at how she works hard to consider the mutiple-tiers of support. As she gains experience in her method courses, she will learn more techniques on how to engage all learners at all levels.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Ms. Schmidt conferences with me several times throughout the week before her lesson to double-check on their prior knowledge and reflect on if they are prepared. She is able to expand on the lessons

			when students seem confused and thoughtfully reflect on how to "tweak" the spiraling.
Exhibits fairness and belief that all students can learn			Miss Schmidt is fair in her belief that all of the students in the class need to demonstrate proficiency when she does a lesson. When she meets with the EL student, she is respectful in the fact that he needs additional time for writing or processing, but still holds him accountable to produce a document. She provides multiple levels of support (talk to text, re-explaining things, etc.) and is firm, fair, and consistent.
Structures a classroom environment that promotes student engagement			As Ms. Schmidt participates in more method courses and classroom management, she will learn how to utilize techniques to keep the class engaged and focused. With a larger class, it is easier to have students become disengaged, and with more skillset, she will develop this skill to a proficient level.
Clearly communicates expectations for appropriate student behavior			Miss Schmidt worked well to explain the expectations to the class. At times her instructions were a bit longer and we reflected on how to make these better in the future. Her future goal is to make the expectations shorter and concrete - and create visuals that they can check in on during their lessons to ensure they are understanding of their job and hers.
Responds appropriately to student behavior			As Ms. Schmidt gains confidence in her teaching, she will feel more comfortable taking a more assertive role in addressing students. She does a nice job of recognizing behaviors and conferencing in a private and non-confrontational manner.
Effectively teaches subject matter			Ms. Schmidt thoroughly researches the standards that she would like to address, but it is understood this is her first experience in education and she is still developing an understanding of the content and subject matter. She displayed

			knowledge of the few standards she addressed and effectively delivered instruction - but will need more time in method courses to become more familiar with the progression and scaffolding of multiple grade levels.
Guides mastery of content through meaningful learning experiences		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	Her strategies and lessons were appropriate for the content that was being delivered. She had even greater ideas that I would have loved to see her implement - but the time constraints prohibited her from delivering the learning experiences. One idea she had was to let the kids create and present a drama on a trickster tale that I felt would have been a meaningful high-level application. Unfortunately we were not able to play it out - but I know it would have been an impactful lesson for both her and the children.
Uses multiple methods of assessment		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	The multiple methods of assessment included written responses in the form of paragraphs, rapid response in an electronic format, informal checklist, formative, and summative. She used these methods and strategized with me as we looked at data and drove our instruction.
Connects lesson goals with school curriculum and state standards		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	She checked and double-checked that all lessons were tied to both my curriculum and the state standards. She seems very knowledgeable in ensuring that all lessons are essential learnings.
Collaboratively designs instruction		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	We worked as a team to design her lessons and she actively sought input not just from me but my team. I was impressed with her humble approach to knowing that a collaborative teaching experience is the most appropriate for an educator. She knows not to "stay on her island" and made sure all lessons were her own voice - with a collaborative stamp of approval. :)
Differentiates		2.5	As she continues in her method

<p>instruction for a variety of learning needs</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>courses she will gain more experience on a larger array of differentiated-instruction techniques. Currently a modify approach (lessen the workload) was observed, as well as alternative response (talk to text) as opposed to written response. Both of these show a differentiation - but I know she will gain even more ideas through her program with U of Mary.</p>
<p>Uses feedback to improve teaching effectiveness</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>All feedback she solicited, she appeared to truly reflect and change her course. She not only gathered input from me - but also from the students. She took a small conference approach after one of her lessons seemed less than effective to her - and asked each student to give her input. I was impressed at her vulnerability to solicit feedback from 10 year olds. She did so in a reflective and impressive demeanor.</p>
<p>Uses self-reflection to improve teaching effectiveness</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>She always took time after a lesson to reflect on her experience. Since I do not have the ability to see her own notes - I can't say to what extent she went - but I did notice her taking time to reflect.</p>

Annotated Documents
 Comments on Page Content