



Assessment Details

3.2 Schmidt, JaCee

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ASSESSOR [Conlon, Tom](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 400 B2

TOC n/a

INSTRUMENT [Practicum 2 EDU 400 MIDTERM Evaluation Rubric](#)

OVERALL COMMENT: Subtraction can be a difficult concept for first grade students to grasp, but JcRee had planned and then implemented this introductory lesson where it appeared everyone met the objective and were successful. JaCree included all the steps to an effective lesson from the Introduction and Review, to the Input or instruction, Guided Practice followed by Independent Practice, and concluded with a Closure. By following these steps and incorporating sound instructional teaching strategies and student activities, with proper classroom management ,students will always meet success.

JaCree presents herself as a person that is very enthusiastic about teaching and learning and the lesson demonstrated this.Students were engaged from the opening activity to the end of the lesson, and it appeared some were surprised that they could actually subtract. At this time she will want to reflect on why the students were successful, building upon the strategies that worked well and adjusting others to build upon this success. (See comments above.)

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>	This was an introductory lesson in subtraction in math presented in this second grade classroom. The lesson was developmentally appropriate.

<p>Accounts for differences in students' prior knowledge</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>JaCree appeared to account for individual differences in this lesson within her review and introduction of the lesson.</p>
<p>Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Exhibits fairness and belief that all students can learn</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>JaCree exhibits a fairness toward each student with a belief all students can learn.</p>
<p>Creates a safe and respectful environment for learners</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Students appeared to freely participate and also to try their best which they would only do in a safe environment.</p>
<p>Structures a classroom environment that promotes student engagement</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>The students were engaged throughout the lesson.</p>
<p>Clearly communicates expectations for appropriate student behavior</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>JaCree gave clear directions for the behavior she desired at times and the students responded accordingly. She will want to be consistent in doing this for each transition activity until those behaviors become a routine.</p>
<p>Responds appropriately to student behavior</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>JaCree used the management strategy of saying "Class, Class", and the students response of "Yes, Yes", to redirect the students. She also effectively repeated this strategy making sure she had gotten everyone's attention before proceeding. By doing this she had all the students attention and learning could effectively continue.</p>
<p>Effectively teaches subject matter</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>As JaCree plans her lessons she will want to have in her plans what she will do if the class finishes earlier than expected as well as alternative activities should the students need</p>

			more support. It is usually a good practice in a math lesson to have supplemental math reinforcement activities. Flash cards would be an example with this lesson.
Guides mastery of content through meaningful learning experiences			<p>JaCree reinforced learning by having the students use manipulatives and even their fingers to solve subtraction problems.</p> <p>JaCree will want to always use math terminology as she is teaching. For example, she posted $8-4=$ on the board and read it as "what is the answer to 8 take away 4". She will want to read the math sentence as "8 minus 4 equals what"?</p>
Connects core content to relevant, real-life experiences and learning tasks			<p>JaCree began the lesson introducing the concept of subtraction and then gave each student 4 chocolate chips and then told the students they could take away 2 chips demonstrating that taking away is what we do in subtracting.. The students began to readily understand.</p>
Designs activities where students engage with subject matter from a variety of perspectives			<p>Using chocolate chips as part of the introduction of this lesson served as a novel approach and research shows us that using novel ideas increases the chance for learning.</p>
Uses relevant content to engage learners in innovative thinking & collaborative problem solving			
Uses multiple methods of assessment			<p>JaCree used a paper pencil activity she would use to assess learning and she also moved throughout the room during this activity monitoring and assessing student work. In addition, JaCree gave each student their own "Special Subtraction Problem" to solve. This was a novel strategy which added to student interest but also,</p>

			because each problem was different, JaCrrre would know the students truly did their work independently.
Connects lesson goals with school curriculum and state standards			The lesson was correlated to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs			
Varies instructional strategies to engage learners			JaCree was able to incorporate a variety of strategies in this lesson to enhance learning as mentioned in this report.
Differentiates instruction for a variety of learning needs			
Uses feedback to improve teaching effectiveness			JaCree appeared to truly appreciate feedback on her teaching.
Uses self-reflection to improve teaching effectiveness			JaCree recognized the lesson went well as the students met the objective.
Upholds legal responsibilities as a professional educator			

Annotated Documents
 Comments on Page Content