

Assessment Details


2.1 Slikker, Hayden

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 **ASSESSOR** [Currie, Kevin \(external\)](#)

 **TYPE** Manual

 **PLACEMENT** Spring 2020 EDU 400 B2

 **TOC** n/a

 **INSTRUMENT** [EDU 400 Practicum 2 MIDTERM](#)

OVERALL COMMENT: Miss Slikker was professionally dressed for the classroom. She had her lesson prepared on time and had to plan a little extra since both 5th grade classes were in the classroom for her lesson. Miss Slikker did a very good job of moderating a lesson for over 40 students. Considering that large of a class size, there were minimal student behaviors to address, which shows that the students were engaged during the lesson.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.0"/> 4.0	Miss Slikker prepared a lesson for fifth grade students. Both 5th grade classes were present for her lesson. Miss Slikker would provide directions/guidance for the students and then have them complete the tasks following. She guided students to ask peers for guidance if she was unavailable (working with other students) to answer any questions.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	Miss Slikker had given the students some vocabulary terms to define for use in her lesson. Through questioning, Miss Slikker attained student prior knowledge on the topic.

<p>Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs</p>		<p>1.0 <input type="text" value="1.5"/> 4.0</p>	<p>As you get to know the students better, you will find that you will include with information while you are creating your lessons.</p>
<p>Exhibits fairness and belief that all students can learn</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>All students were asked to participate in the video portion of the lesson. Miss Slikker asked for student responses, many students were given the opportunity to share.</p>
<p>Creates a safe and respectful environment for learners</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Miss Slikker had a respectful, good-natured repoire with the students.</p>
<p>Structures a classroom environment that promotes student engagement</p>		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>The students discussed their information from the video with a partner. Many students were asked to share during the lesson; she would randomly question some students to retain student engagement. The students took the information discussed and created paper models based on it.</p>
<p>Clearly communicates expectations for appropriate student behavior</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Slikker clearly stated her expectations for the students during the video. When the students began speaking out of turn, Miss Slikker addressed it and stated the expectation. As students began "blurting out" answers, Miss Slikker reminded them to raise their hands to share. Miss Slikker reminded the students that their voice level during work time should be at a 1. While she was giving visual directions, Miss Slikker politely reminded the students that she should see their eyes so she knows they are following her directions.</p>
<p>Responds appropriately to student behavior</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>When students would speak while other students were responding, Miss Slikker would ask them to be quiet so that student could share.</p>
<p>Effectively teaches subject matter</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Slikker began the lesson by having the students access their notes that they had previously recorded based on need for her</p>

			<p>lesson.</p> <p>While watching the video, students were asked to record 2 observations and 2 inferences. Miss Slikker had the students share some of their observations and inferences. She led a whole group discussion on the subject topic. Miss Slikker had the students create models.</p>
Guides mastery of content through meaningful learning experiences		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Miss Slikker began the lesson by having the students watch a soundless video and writing observations/inferences. Miss Slikker led a whole group discussion focused on the content of the lesson. She then had them use the information to create models of what was discussed.</p>
Connects core content to relevant, real-life experiences and learning tasks		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>The lesson dealt with the earth's place in the universe. Time was also included in the lesson.</p>
Designs activities where students engage with subject matter from a variety of perspectives		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>The students began the lesson by watching a video and recording information. The students had to discuss their information with partners. The students engaged in a whole group discussion regarding the earth. Following the discussion, the students created models of the subject topic.</p>
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>The students were asked to complete inferences based on visual information. A student asked, "What would happen if the earth stopped spinning?" That would have been a good opportunity to present the question to the class and get some innovative thinking.</p>
Uses multiple methods of assessment		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Slikker attained informal assessment data during the question and answer portion of her lesson. Also, she was walking around the classroom observing while students were building models. She could collect student notebooks and paper models to check for student understanding as</p>

			well.
Connects lesson goals with school curriculum and state standards			Miss Slikker planned her science lesson in accordance with the classroom curriculum for the week. Her lesson was designed based on the 5th grade science standard for representing data associated with earth, shadow, day/night and seasons.
Adjusts instructional plans to meet students' needs			Miss Slikker had strategies for differentiation included in her lesson plan. Would you modify expectations for students who have difficulties with writing? Were there any students who needed to utilize the differentiation/accommodations?
Varies instructional strategies to engage learners			Miss Slikker showed a video and had the students record data. Miss Slikker led a whole group discussion about the topic of the lesson; she would provide answers and visual cues during lesson as well. The students took the information they discussed and created paper models.
Differentiates instruction for a variety of learning needs			The students engaged in visual, kinesthetic and tactile learning throughout the course of the lesson. Miss Slikker spoke loudly and clearly, so all students could easily hear the information. Miss Slikker provided step-by-step instructions for completion of the paper models.
Uses feedback to improve teaching effectiveness			Miss Slikker has had conversations with her cooperating teacher regarding her lesson and has previous experiences to assist with her teaching effectiveness.
Uses self-reflection to improve teaching effectiveness			Miss Slikker had already taught some lessons in the classroom and had notated reflection. She planned deeper level reflection.
Upholds legal responsibilities as a professional educator			In our pre-observation meeting, I recommended to Miss Slikker to attain a copy of school/district handbooks. Also, to read through any legal documentation for students.

Annotated Documents

Comments on Page Content