



# Assessment Details

## 1.6 Schaner, Kaitlyn

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

TYPE Manual

TOC n/a

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

**OVERALL COMMENT:** As Miss Schaner's practicum experience proceeds, she'll have more opportunities to work on differentiated instruction and adjusting her teaching to meet the needs and interests of the students. She had good poise while teaching in front of the classroom and was confident in her delivery of the lesson. During my next observation, I'll be looking for moments when Miss Schaner has to address student behaviors, but there were minimal during Miss Schaner's first observation 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 Schaner's lesson coincides with the mathematics curriculum and where the class is currently in their mathematics instruction. She was able to use students prior knowledge of the subject throughout her lesson.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="1.0"/> 4.0	Lesson did not have much differentiated instruction for student who were novice as opposed to those who were proficient in subtraction at this point.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="1.0"/> 4.0	Miss Schaner is new to the building and classroom. Observation was completed on her first day in the classroom. Limited knowledge of the demographics of the building and classroom are areas upon which she'll improve with building exposure.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		2.0 1.0 <input type="text"/> 4.0	All students were asked to answer subtraction equations throughout the course of the lesson either through whole group discussion or individual work. Miss Schaner made a comment at one point to "draw sticks since you are all so eager to help.", this would have been a great "cold call" strategy to assess a variety of student content knowledge. Provided instruction using base 10 blocks for students to visualize subtraction equations.
Creates a safe and respectful environment for learners		2.0 1.0 <input type="text"/> 4.0	Students felt comfortable with answering question in front of the class without feeling as though their mistakes would be showcased.
Structures a classroom environment that promotes student engagement		2.0 1.0 <input type="text"/> 4.0	Students were very engaged throughout lesson providing answers to Miss Schaner's questions and prompts for answers. Many students gave answers without prompting. I'd suggest a strategy for students to answer so that all students could show their knowledge. Miss Schaner acknowledged when students raised their hands to respond, but didn't establish it as the expectation to answer. Many students were asked to answer questions independently.
Clearly communicates expectations for appropriate student behavior		1.0 1.0 <input type="text"/> 4.0	Students generally had an idea of Miss Schaner's expectations for group and individual work. More clarity could have been provided for students to answer questions in the whole group setting. Also, the student expectations for when they have completed their individual work should have stated.
Responds appropriately to student behavior		1.0 1.0 <input type="text"/> 4.0	No student behaviors were displayed during whole group instruction. Students were very engaged in lesson. During independent work time, walk through classroom to see student engagement in work and address behaviors as they arise.
Effectively teaches subject matter		2.0 1.0 <input type="text"/> 4.0	Miss Schaner used subtraction strategies and actions in which the students were familiar. Practiced actions prior to working on subtraction equations. She reminded students to use actions throughout lesson. Consistently asked students, "What's your rule?"

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		2.0 1.0 <input type="text" value="2.0"/> 4.0	Subtraction strategies implemented through instruction were appropriate to students.
Connects core content to relevant, real-life experiences and learning tasks		n/a 1.0 <input type="text" value="n/a"/> 4.0	This was not observed during this lesson. I'd like to see this addressed during second observation. Once again, as Miss Schaner is new to the classroom, this will be easier to address.
Designs activities where students engage with subject matter from a variety of perspectives		2.0 1.0 <input type="text" value="2.0"/> 4.0	The students were asked to complete a variety of subtraction equations. The students used marker boards, the ActivBoard, and Base 10 blocks to show their knowledge of the subject matter in a variety of ways.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.5 1.0 <input type="text" value="1.5"/> 4.0	As the students returned to their work stations for individual work, Miss Schaner had the students work in their pods to complete a subtraction equation using base 10 blocks to model the problem. Students worked collaboratively using the blocks to solve the equation.
Uses multiple methods of assessment		1.0 1.0 <input type="text" value="1.0"/> 4.0	Miss Schaner used verbal assessment as she asked students to respond to subtraction equation and the processes needed to solve the equations. The students also completed subtraction equations individually which she can use to assess student content knowledge as well.
Connects lesson goals with school curriculum and state standards		2.0 1.0 <input type="text" value="2.0"/> 4.0	Miss Schaner's lesson coincides with the mathematics curriculum and where the class is currently in their mathematics instruction. Miss Schaner used subtraction strategies and actions in which the students were familiar. Practiced actions prior to working on subtraction equations. She reminded students to use actions throughout lesson. Consistently asked students, "What's your rule?"
Adjusts instructional plans to meet students' needs		n/a 1.0 <input type="text" value="n/a"/> 4.0	Student individual work completed during the lesson could be used to adjust instructional plans to meet students needs.

Criterion	Description	Score	Comments
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.0"/> 4.0	Miss Schaner had the student review and repeat subtraction strategies with actions. She had students come to the front of the classroom to model a subtraction equation prior to completing problems on the ActivBoard as a whole class. Many students were asked to provide answers and work through the subtraction problems. Base 10 blocks were used as a visual aide to assist student understanding of content.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="1.0"/> 4.0	Instruction was not differentiated for individual student needs.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="1.5"/> 4.0	Miss Schaner was professionally dressed for the classroom. She was well prepared for her lesson and had a good knowledge of subject matter.

Annotated Documents

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