



Assessment Details

3.2 Bousquet, Katharine

SUBMITTED 2018-11-26 17:36:53

ASSESSED 2018-11-29 16:21:37 Results
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ASSESSOR Conlon, Tom

TYPE Manual

TOC n/a

INSTRUMENT EDU 300 Practicum 1 FINAL

OVERALL COMMENT: Katherine prepared three separate components to this lesson including a whole group presentation, a game to reinforce learning, and a computerized activity to assess learning. She used the Active Board as a dynamic visual to enhance the presentation. The game to reinforce learning was directly correlated to the objective, and she used a computer program that her and the classroom teacher modified to address the specific learning in this lesson. Students were engaged and at times excited about the learning activities and most importantly appeared to successfully meet the objective.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	This was an introductory lesson on identifying genres of stories presented in a third grade classroom. It was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	In the whole group setting Katherine spent time with the students discussing what is meant by the word Genre, and did mention when they might want to know this, and she used the example of going to the library and looking for a specific genre. In a future lesson she will want to build on why it is important to understand genres.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	Katharine seems to have a natural ability as she relates to the students. She exhibits a confidence with and exhibits a certain enthusiasm as she works with the students.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Students appeared engaged and at times enthusiastic with the activities within this lesson.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	With this group of students, it did not appear Katharine needed to give detailed or clear directions as she had them transition from one activity to the next, The students visited some but seemed to be able to get right back on task. During the assessment portion of the lesson the students continued to visit among themselves and Katherine had to raise her voice while she read the questions. When this happens in an assessment, one wonders if every student could concentrate and, if this was to be done independently, are the students helping one another.
Responds appropriately to student behavior		1.0 <input type="text" value="3.5"/> 4.0	Katharine appeared to be able to redirect students easily without using standard management techniques such as, 1,2,3,eyes on me, etc.
Effectively teaches subject matter		1.0 <input type="text" value="3.5"/> 4.0	Katharine incorporated all the steps to an effective lesson from the Anticipatory Set to the Closure.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.5"/> 4.0	Katherine used the strategy of student movement as they transitioned from one activity to the next. She used whole group instruction and small group learning effectively.
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Katherine monitored and assessed students within the whole group, while she moved throughout the groups in the game, and she had the computerized assessment.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The lesson was correlated to school curriculum and state standards.
Collaboratively designs instruction		1.0 <input type="text" value="3.5"/> 4.0	Katharine and the classroom teacher have developed what appears to be a great rapport and respect for one another. They both use the word "we" when they describe their work.

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0 3.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0 3.0	Katharine appears genuinely appreciative of receiving feedback.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0 3.0	Katharine recognized the lesson went well, that the students met the objective while enjoying the work.

Annotated Documents

Comments on Page Content