



# Assessment Details

**2.0** Bousquet, Katharine

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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:** Ms. Bousquet was dressed professionally for the classroom setting. She had her lesson well-prepared and ready to go on time. The students were very engaged in a lesson that asked them to complete many tasks. There were not many student behaviors to address as a result, so I'll look for examples of addressing these for my next observation.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.0"/> 4.0	The math lesson was planned for a second grade classroom. Having the students create questions with a small number of responses was age appropriate for successful completion.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	Ms Bousquet began the lesson by re-stating what the students had learned the previous day in math class. The students created the questions and answers which tapped into their background knowledge.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="1.5"/> 4.0	As you get to know the students better throughout your experience, this expectation will become much easier to meet as you'll include these in the lessons you plan and how you interact with some students.

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 write down a question with possible answers. All students had to ask their questions and provide answers. Each students was asked to complete their own line plot graph.
Creates a safe and respectful environment for learners		2.0 1.0 <input type="text"/> 4.0	The students shared their thoughts and ideas freely. Students asked for guidance or help without reservation.
Structures a classroom environment that promotes student engagement		2.0 1.0 <input type="text"/> 4.0	The students were asked to create a question with answers; then they had to have their classmates answer the questions so that they could complete their line plots.
Clearly communicates expectations for appropriate student behavior		2.0 1.0 <input type="text"/> 4.0	Ms Bousquet clearly stated how she wanted the students to complete the Q & A portion of her lesson. There is a bell system in place which let's the students know that it is time to gather for whole group instruction.
Responds appropriately to student behavior		1.5 1.0 <input type="text"/> 4.0	As students were speaking while you were giving the directions, I'd have liked to see you address the "sidebar conversations" and set an expectation.
Effectively teaches subject matter		2.0 1.0 <input type="text"/> 4.0	The students were asked to right down a question for completion of a line plot. They had the freedom to ask whatever question they would like. Good job of guiding the students to include answers that were relevant to their question. The students used their information to create their own line plots.
Guides mastery of content through meaningful learning experiences		2.0 1.0 <input type="text"/> 4.0	This was a very meaningful learning experience as the students "owned" their questions and had to get the answers.
Connects core content to relevant, real-life experiences and learning tasks		2.0 1.0 <input type="text"/> 4.0	The students were asking a question that they wanted answers to, so they had that "ownership" of the question and possible answers.

Criterion	Description	Score	Comments
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="2.0"/> 4.0	The students were engaging in conversation, answering questions and recording answers while moving around the classroom.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="n/a"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="2.0"/> 4.0	The students were asked to answer questions regarding line plots and create a line plot of their own to show understanding.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	Ms Bousquet planned her math lesson to match what was being taught in the classroom for the week. Her lesson was also based on the state standard for measuring lengths and line plotting.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="2.0"/> 4.0	Ms Bousquet's lesson plan included methods for differentiation. Students could modify their questions and answers as needed to attain the data they needed.
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.0"/> 4.0	The students were sitting through a whole group instruction. Then, they had to move around the room to record information. The students had to take the information collected and create a line plot based on their data.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.0"/> 4.0	Ms Bousquet's lesson plan included differentiation for all levels of learners. Students were given the opportunity to modify their "surveys" as long as they were able to get the information needed.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="1.5"/> 4.0	Ms. Bousquet used her feedback from prior experiences to guide her teaching effectiveness.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="1.5"/> 4.0	This was Ms. Bousquet's first lesson taught in class.

Criterion	Description	Score	Comments
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="2.0"/> 4.0	Ms. Bousquet knows that she could miss some scheduled practicum time, so she is taking the initiative to have her hours completed prior to her second full week of observation.

Annotated Documents

Comments on Page Content