



# Assessment Details

**3.0** Wanner, Theresa

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**ASSESSOR** Currie, Kevin (external)

**TYPE** Manual

**PLACEMENT** Elementary Education Practicum I  
SPRING 2019

**TOC** n/a

**INSTRUMENT** EDU 300 Practicum 1 FINAL

**OVERALL COMMENT:** Miss Wanner seemed much more confident and comfortable heading into her second observation compared to her first observation. She moved throughout the classroom during the lesson getting all students engaged in the discussion and activities. Miss Wanner used many management skills that she has learned throughout her practicum experience. She addressed student behaviors appropriately when needed. Miss Wanner had more planned for her lesson than time ended up permitting; she plans to have the students complete her lesson activity at a later time.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Miss Wanner had the students engage in a whole group discussion about the characteristics of fairy tales. The students were asked to write two sentences in their writing journals using cursive hand-writing. Miss Wanner and students read through a fairy tale as a whole group, discussing the characteristics as they read.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Students had learned predicting previously, so Miss Wanner implemented predicting into her lesson. The focus story was Cinderella, so Miss Wanner checked to see which students knew about the story of Cinderella. (A girl shared her story of seeing a play of it on her Disney cruise.) The students were asked to access their prior knowledge prior to writing sentences in writing notebooks.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	The students in the front of the classroom were responding most during the discussion, so Miss Wanner focused on the back of the classroom for response. All students were asked to complete the writing tasks.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	Miss Wanner had the students interacting throughout her fairy tale lesson. The students were writing, reading and creating throughout the lesson as well.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Miss Wanner asked students to raise hands to respond. She asked students to "come back to me" when they started getting excited during the whole group discussion. Her directions for the students were very clear and she repeated them a few times so all students could comply.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	Miss Wanner's interaction and familiarity with the students was much more natural and comfortable. When students started to get off task, Miss Wanner was quick to redirect them to her desired focus. Some students were having difficulties and started side conversations, Miss Wanner brought the whole class back together and redirected the students.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Miss Wanner introduced the students to the fictional genre with a focus on fairy tales. The students were expected to complete writing in cursive, so Miss Wanner completed her writing in cursive. Students discussed a fairy tale and its characteristics. Then, they wrote sentences using those characteristics. Next, they read a fairy tale aloud and discussed the characteristics.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	The students provided the characteristics of fairy tales with Miss Wanner's guidance. The students were asked to write two sentences based on the characteristics described during the whole group lesson. A fairy tale was read aloud for the students to follow and discuss.

Criterion	Description	Score	Comments
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Miss Wanner had the students provide verbal responses to questions. She also had the students writing sentences to show their understanding. Miss Wanner has an activity for the students to complete at a later time to show their understanding of the fairy tale characteristics.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	Miss Wanner planned her lesson following the current curriculum for the classroom. She also had two focus state standards for her lesson. The students' reading text was used to read a fairy tale as a whole group.
Collaboratively designs instruction		1.0 <input type="text" value="3.0"/> 4.0	Miss Wanner used feedback from Mrs. Williams to design and plan her fairy tale lesson.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	The information provided throughout the lesson was given to the students verbally and visually. Adequate amounts of time were given to the students to complete required tasks.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Miss Wanner and Mrs. Willams reflected frequently throughout the course of the practicum. Miss Wanner has taken the feedback provided and used it to mold her teaching styles. Mrs. Williams had transition and classroom management strategies that Miss Wanner used throughout teaching her fairy tale lesson.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Miss Wanner stressed that reflecting throughout the course of her practicum experience has been very beneficial.

Annotated Documents

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