



Assessment Details

1.9 Wanner, Theresa

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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 Wanner was professionally dressed for the classroom. She had her lesson well-planned and modified on time for implementation. The students were engaged in an activity that had them creating laws/rules for a new nation. It simulated what it must have truly been like when the nation was first being established.

Assessed Criteria

| Criterion | Description | Score | Comments |
|---|-------------|--|---|
| Supports student learning through developmentally appropriate instruction | | 1.0 <input type="text" value="2.0"/> 4.0 | Miss Wanner planned a lesson for a 5th grade classroom. The students engaged in role playing while creating rules/laws for the new free colonies following the Revolutionary War. |
| Accounts for differences in students' prior knowledge | | 1.0 <input type="text" value="1.5"/> 4.0 | This was the next step after learning about the Revolutionary War. Miss Wanner began the lesson by reviewing what had just happened. |
| Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs | | 1.0 <input type="text" value="1.5"/> 4.0 | As Miss Wanner becomes more familiar with the students, these factors will be integrated into her lesson plan creation. |
| Exhibits fairness and belief that all students can learn | | 1.0 <input type="text" value="2.0"/> 4.0 | All students were active participants in the colonial simulation. Each student in each group was assigned a role in the group, which carried different responsibilities. |

| Criterion | Description | Score | Comments |
|---|-------------|--|---|
| Creates a safe and respectful environment for learners | | 1.0 <input type="text" value="2.5"/> 4.0 | Many of the groups were speaking while other groups were attempting to share; Miss Wanner addressed it. Miss Wanner politely thanked students//groups that were following her instructions shortly after they were given. |
| Structures a classroom environment that promotes student engagement | | 1.0 <input type="text" value="2.0"/> 4.0 | The classroom was divided into "colony" groups. The students were divided out to each colony evenly. The students were acting as representatives. They engaged in many discussions regarding the establishment of a new government system. |
| Clearly communicates expectations for appropriate student behavior | | 1.0 <input type="text" value="1.5"/> 4.0 | I'd recommend a volume/voice level for the students during collaboration time in the small groups. Miss Wanner implemented a countdown system in order to regain the students full attention. |
| Responds appropriately to student behavior | | 1.0 <input type="text" value="1.5"/> 4.0 | There were a lot of side conversations occurring during the lesson. It was addressed as disrespectful. |
| Effectively teaches subject matter | | 1.0 <input type="text" value="2.0"/> 4.0 | Miss Wanner had the students sit on the floor at the front of the classroom prior to sending them to their respective places in the classroom. Miss Wanner had the students act as representatives. Miss Wanner presented the students with questions to guide their discussions in their small groups. |
| Guides mastery of content through meaningful learning experiences | | 1.0 <input type="text" value="2.0"/> 4.0 | The students were asked to create rules/laws for the new colonies following the Revolutionary War. |
| Connects core content to relevant, real-life experiences and learning tasks | | 1.0 <input type="text" value="2.0"/> 4.0 | Miss Wanner had the students acting as representatives in the colonies immediately following the Revolutionary War. |
| 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 acting as colonial representatives. The created/wrote laws for their new colonies. |

| Criterion | Description | Score | Comments |
|---|-------------|--|--|
| Uses relevant content to engage learners in innovative thinking & collaborative problem solving | | 1.0 <input type="text" value="2.0"/> 4.0 | The students had to use innovative thinking and collaborative problem solving to create laws/rules for a new nation. |
| Uses multiple methods of assessment | | 1.0 <input type="text" value="2.0"/> 4.0 | Miss Wanner had the students complete an exit slip to check their understanding of why a nation would need a government. |
| Connects lesson goals with school curriculum and state standards | | 1.0 <input type="text" value="3.0"/> 4.0 | Miss Wanner planned her lesson based on the current classroom curriculum. She included three Social Studies standards based on government and geography in her lesson. |
| Adjusts instructional plans to meet students' needs | | 1.0 <input type="text" value="1.5"/> 4.0 | The students worked in small groups to complete the creation of laws/rules. Some groups worked more efficiently than others. |
| Varies instructional strategies to engage learners | | 1.0 <input type="text" value="2.0"/> 4.0 | Miss Warner had the students role playing as colonial representatives. The students were engaged in discussion and recording information onto chart paper. |
| Differentiates instruction for a variety of learning needs | | 1.0 <input type="text" value="1.5"/> 4.0 | Miss Wanner had strategies for differentiation listed in her lesson plan. |
| Uses feedback to improve teaching effectiveness | | 1.0 <input type="text" value="2.0"/> 4.0 | Miss Wanner used previous experiences and feedback to plan/modify her lessons. She utilized conversations with her cooperating teacher to help guide these modifications. |
| Uses self-reflection to improve teaching effectiveness | | 1.0 <input type="text" value="2.0"/> 4.0 | Miss Wanner plans to complete reflections following the practicum's week end. I'll check for reflections prior to Observation #2. She has modified her lessons based on her previous teaching of them as she is in an experience where the teachers departmentalize. |
| Upholds legal responsibilities as a professional educator | | 1.0 <input type="text" value="2.0"/> 4.0 | I advised Miss Wanner to attain the school handbook and read through any legal documentation that any students may have. |

Annotated Documents