



# Assessment Details

**2.0** Richter, Emily

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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 Richter was professionally dressed for the classroom. She had her lesson well-prepared and ready to go on time. She utilized the technology that was available in the classroom during her lesson. She had a very engaging lesson, so student behaviors were minimal. She has done a good job of reflecting on her time in the classroom thus far and has built a good repoire with the students in a short amount of time. She completed a very good lesson.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="2.0"/> 4.0	The lesson was designed for a 5th grade classroom following the Math Investigations curriculum. The students were asked to complete individual and partner work with some teacher guidance when needed.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	This was the second lesson following an introductory lesson the day prior. The students completed a review task to begin the math lesson. The students were asked to think about

			how the information they were learning about related to where they live now.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs			As you get to know the students better during your time in the classroom, these factors will be more utilized in your lesson planning.
Exhibits fairness and belief that all students can learn			All students were asked to complete the assigned work and many different students were asked to show/share responses. All students were asked to complete the required work.
Creates a safe and respectful environment for learners			Miss Richter walked around the classroom during work times and assisted students as needed. She gave students the option to volunteer to write information on the marker board as opposed to randomly choosing students. (The students chosen were more comfortable with the content being taught.) Miss Richter had very comfortable and respectful exchanges with the students throughout the course of the lesson.
Structures a classroom environment that promotes student engagement			The students were engaged in whole group discussion early into the lesson. Miss Richter had the students "turn and talk" frequently during the lesson in order to compose ideas/responses. Miss Richter did a good job of choosing a wide variety of students to share responses. The students worked with partners to complete a learning task. The students were given an opportunity to share their findings and the descriptions that they created.
Clearly communicates expectations for appropriate student			"Give me 5 and look up here when done." Used to get students' attention coming out of a transition. Miss Richter used "turn and talk"

behavior			frequently during the lesson - A suggestion would be giving the students a volume level (1,2, etc.) in order to control volume level in classroom.
Responds appropriately to student behavior			Two students were working together and were "off-task", you went over and spoke the pairing. I suggest checking on that partnership more frequently to ensure that they are on-task and not distracting the students working near them.
Effectively teaches subject matter			Miss Richter began the lesson with a review fraction problem from the math workbook; she had the page displayed on the ActivBoard. Miss Richter transitioned to the main part of the lesson, which involved temperatures and line plotting. She displayed a line plot on the ActivBoard and had two students label the axis'. Miss Richter led a whole group mini-lesson that transitioned into a partner activity. The students shared their findings/results following completion of the partner work learning task.
Guides mastery of content through meaningful learning experiences			Miss Richter began her lesson with a review math equation/expression. The students were asked to complete coordinates on a line plot and compare their responses. They also had to write a description of their locations.
Connects core content to relevant, real-life experiences and learning tasks			The students were asked to apply fractions into equations/expressions. Miss Richter had the students compare the temperatures of other areas to those of Bismarck, ND. She mentioned looking at temperatures of locations prior to traveling. The students are completing line plots and writing descriptions of various locations while comparing and contrasting them.
Designs		2.0	The students worked on math

<p>activities where students engage with subject matter from a variety of perspectives</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>equations/expressions individually. The whole class completed a mini-lesson that focused on line plotting. Following the mini-lesson, the students were partnered to complete a coordinate grid comparing two world locations.</p>
<p>Uses relevant content to engage learners in innovative thinking &amp; collaborative problem solving</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>The students were asked to compare temperatures from a wide range of areas. The students had to work collaboratively to complete their partner activities. They were asked to choose two locations, find temperature data, plot their findings and share their results.</p>
<p>Uses multiple methods of assessment</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Richter had the students complete work in their math binders; this work could be used as an informal assessment. The students are each completing their own line plots and descriptions which could be used to assess students' understanding.</p>
<p>Connects lesson goals with school curriculum and state standards</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Miss Richter's lesson was planned following the 5th grade Math Investigations curriculum. She included two state math standards in her lesson as both were covered during the lesson. *Since you have a writing portion to the lesson, you could include an ELA standard with lesson and include two subject areas.*</p>
<p>Adjusts instructional plans to meet students' needs</p>		<p>1.0 <input type="text" value="1.5"/> 4.0</p>	<p>Miss Richter's lesson plan included strategies/ideas for differentiation.</p>
<p>Varies instructional strategies to engage learners</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>The students worked individually prior to discussing as a whole group. The students were asked to "turn and talk" throughout the lesson. The students completed partner work while applying the math content.</p>
<p>Differentiates instruction for a variety of learning needs</p>		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Richter had the information that the students were using displayed on the ActivBoard throughout the lesson. She also</p>

			<p>utilized the classroom's audio system so that all students could hear her instruction. A suggestion would be to write the directions/steps the students are expected to follow on the marker board.</p>
Uses feedback to improve teaching effectiveness		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Richter has already taught a lesson in class and discussed it with her cooperating teacher.</p>
Uses self-reflection to improve teaching effectiveness		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Richter has already taught a Social Studies lesson and discussed how the lesson went with me prior to her observation.</p>
Upholds legal responsibilities as a professional educator		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Miss Richter is going to attain school and district handbooks to include in her binder.</p>

Annotated Documents

Comments on Page Content