

3.0 Toepke, Kimberly

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- **ASSESSOR** Conlon, Tom
- **TYPE** Manual
- **PLACEMENT** Fall 2019 EDU 300 B1
- **TOC** n/a
- **INSTRUMENT** EDU 300 Practicum 1 FINAL

OVERALL COMMENT: Kimberly presents herself as being very conscientious with a strong desire to follow the rules and do the 'right' thing. In this lesson, with the objective of having the students write their own Haiku, she prepared a chart to demonstrate the aspects of a Haiku, wrote her own Haiku as an example, and prepared a 'planing page" to help guide the students as they wrote their Haiku, all great plans for a successful lesson..

In future lessons she will want to continue this type of preparation but also slant the lesson directly to the students. In this lesson she appeared to want to get right into the portions of the lesson she really had planned for, Input, Guided Practice, and Independent Practice rather than Introducing the lesson, energizing them that they would be writing their own Haiku. Students in any class want to know the answer to questions such as, what they are going to be learning, what will be expected from them, why it is important, when will I use the learning, etc. The answers for these types of questions can be outlined in the Introduction and again summarized tin the Closure of the lesson.

In the end, research shows us that the most important component to learning is the relationship between the student and the teacher. At this point, Kimberly appears to be focusing on the mechanical portion of teaching, which is very important, but her next step appears to be to generate a relationship with the students and try to understand them as she proceeds through the lesson..

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 3.5 4.0	This was a whole group lesson ihaving each student writing a Haiku that would become part of a Christmas present for their family. The aspect of making it part of a present added a true purpose for the writing.
Accounts for differences in students' prior knowledge		1.0 3.0 4.0	Kimberly included a review assessing prior knowledge reminding the students of what a Haiku is and the components of a Haiku.
Exhibits fairness and		1.0	Kimberly exhibits a fairness for each student with an expectation each student will meet success.

Criterion	Description	Score	Comments
belief that all students can learn		<p>3.0</p> <p>4.0</p>	
Structures a classroom environment that promotes student engagement		<p>1.0</p> <p>3.0</p> <p>4.0</p>	<p>The students appeared engaged throughout the lesson and the engagement was heightened when the classroom teacher told the students that this was to become part of a Christmas present for their families.</p>
Clearly communicates expectations for appropriate student behavior		<p>1.0</p> <p>3.0</p> <p>4.0</p>	<p>Kimberly clearly described her expectations for the students in their transition, and while they completed their independent practice.</p>
Responds appropriately to student behavior		<p>1.0</p> <p>3.0</p> <p>4.0</p>	<p>Students appeared engaged with the activity with little or no inappropriate behavior.</p>
Effectively teaches subject matter		<p>1.0</p> <p>2.5</p> <p>4.0</p>	<p>Kimberly appeared to plan well for this lesson using many research based strategies. At this point in the process of Kimberly becoming a teacher, she will want to "flip" her thinking some, not only doing all the right things, but to think about the students themselves and where are they in the learning.. For example, Kimberly prepared excellent visuals for the students in this lesson, but because it was a whole group lesson the visuals needed to be large enough for all to see. Though some students were reporting they could not see, Kimberly seemed unaware, continuing with the lesson. The classroom teacher recognized this and enlarged Kimberly's chart.</p>

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		1.0 3.0 4.0	Kimberly incorporated many aspects of an effective lesson, the planning chart she prepared for each student appeared to be most effective as it kept the students focused in their Independent work.
Uses multiple methods of assessment		1.0 3.0 4.0	The final assessment with this lesson was the Haiku each student was to write individually./
Connects lesson goals with school curriculum and state standards		1.0 3.0 4.0	This was a unique lesson as it incorporated Language Arts with a personal, seasonal activity.
Collaboratively designs instruction		1.0 3.0 4.0	Though this lesson appeared to be collaboratively prepared between the fifth grade teachers at this school and Kimberly, it seemed a bit odd that Kimberly was to teach the lesson and did not know the student's final product would become a gift which really added to the enthusiasm the students would have to do their best.
Differentiates instruction for a variety of learning needs		1.0 3.0 4.0	

Criterion	Description	Score	Comments
Uses feedback to improve teaching effectiveness		1.0 3.0 4.0	Kimberly appears very interested in receiving feedback on her teaching.
Uses self-reflection to improve teaching effectiveness		1.0 3.0 4.0	Kimberly appears to adequately reflect on her teaching.