

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 MIDTERM

OVERALL COMMENT: Kimberly prepared two separate small group lessons on Main Idea and Supporting Details in this fifth grade classroom. The classroom teacher and Kimberly identified the students as needing enhanced direct instruction based on previous lessons within this unit. One of the groups was in need of more support than the other. Kimberly prepared the lessons and the corresponding materials based on the students' needs. Kimberly had a most positive approach with both groups as she smiled and supported their learning. In turn the students appeared confident to try their best, as the work was at their level, and Kimberly had created a safe environment for them. Kimberly included most of the steps to an effective lesson but did not include much of a Closure with either group. The Closure summarizes the learning and often times can extend the learning. It answers the question of why the learning is important and where they could use this learning in other areas in school and of their life.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 3.0 4.0	The lesson was developmentally appropriate.
Accounts for differences in students' prior knowledge		1.0 3.5 4.0	Kimberly and the classroom teacher had arranged to group students into these two separate small groups based on previous learning.
Exhibits fairness and belief that all students can learn		1.0 3.0 4.0	Kimberly exhibited a fairness with a belief all students can learn.

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	This was one of the small groups operating in this classroom. Kimberly exhibited a caring nature and the students responded in a positive nature.
Clearly communicates expectations for appropriate student behavior		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	Kimberly did not give any direct instruction to the students relative to their behavior, nor did they seem to need it. The students seem engaged, do their work and transition from one activity to the next needing very little or no reminders. Kimberly will want to visit with this teacher about how she organized the classroom and how she continues to coach this behavior at this level.
Responds appropriately to student behavior		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	Kimberly smiled and supported the students in their work and the students responded well. There did not appear to be any student that needed to be redirected.
Effectively teaches subject matter		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">2.5</div> 4.0	Kimberly began one lesson with a review of previous learning and had pictures to reinforce the learning. In the second group, that had been achieving previously at a higher rate, she somewhat skipped over the Introduction. These students consequently needed a bit more assistance to get on track with the lesson. This is a good reminder of why each step of a lesson is equally important.
Guides mastery of content through meaningful learning experiences		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	Kimberly planned and provided lessons at the students developmental level. In addition she was very deliberate in the Guided Practice portion of the lesson, carefully monitoring the students work.

Criterion	Description	Score	Comments
Uses multiple methods of assessment		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	These were small group lessons and Kimberly monitored the students in discussion of the lesson, in the Guided Practice, and had a paper/pencil activity to help with the assessment.
Connects lesson goals with school curriculum and state standards		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	The lesson was correlated to state standards and the school curriculum.
Collaboratively designs instruction		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	Kimberly and the classroom teacher appear to have developed a good working relationship. The teacher reported "Kimberly is a good one".
Differentiates instruction for a variety of learning needs		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	This was a strength area with the lesson.
Uses feedback to improve teaching effectiveness		1.0 <div style="background-color: black; color: white; text-align: center; padding: 2px;">3.0</div> 4.0	Kimberly appeared genuinely interested in receiving feedback.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 3.0 4.0	Kimberly seemed to accurately reflect on her teaching. She recognized the lessons' success was that the students were successful in meeting the objective.