

SCORE: 2.6 Toepke, Kimberly

- **SUBMITTED** 2020-11-27 00:04:38
- **ASSESSED** 2020-12-10 19:58:01 **Results Seen** 2020-12-11 09:03:30
- **ASSESSOR** Wolf, Lynn (external)
- **TYPE** Manual
- **PLACEMENT**FALL 2020 Student Teaching
- **TOC** n/a
- **INSTRUMENT** KAI - 6 Student Teaching Observation Tool

OVERALL COMMENT: *None*

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 3.0 4.0	
Accounts for differences in students' prior knowledge		1.0 3.0 4.0	
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 3.0 4.0	
Exhibits fairness and belief that all students can learn		1.0 3.0 4.0	
Creates a safe and respectful environment for learners		1.0 2.0 4.0	
Structures a classroom environment that promotes student engagement		1.0 2.0 4.0	
Clearly communicates expectations for appropriate student behavior		1.0 2.0	

Criterion	Description	Score	Comments
		4.0	
Responds appropriately to student behavior		1.0 2.5 4.0	
Guides learners in using technologies in appropriate, safe, and effective ways		1.0 2.0 4.0	There is minimal use of technology in this ECSE classroom. The focus is on increasing language and social interactions.
Effectively teaches subject matter		1.0 3.0 4.0	
Guides mastery of content through meaningful learning experiences		1.0 2.5 4.0	
Integrates culturally relevant content to build on learners' background knowledge		1.0 3.0 4.0	Kimberly based her independent lessons on "farm." She used the student's background knowledge to build new concepts.
Connects core content to relevant, real-life experiences and learning tasks		1.0 3.0 4.0	
Designs activities where students engage with subject matter from a variety of perspectives		1.0 3.0 4.0	All activities involve academics, language and motor skills.
Accesses content resources to build global awareness		1.0 2.0 4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 2.5 4.0	Preschool students are beginning problem solvers, but students were allowed to explore concepts in a developmentally appropriate way.

Criterion	Description	Score	Comments
Uses multiple methods of assessment		1.0 2.5 4.0	Kimberly followed the assessment processes set up in the classroom. She evaluated how students performed in her lessons and adjusted lessons.
Provides students with meaningful feedback to guide next steps in learning		1.0 2.0 4.0	
Uses appropriate data sources to identify student learning needs		1.0 2.5 4.0	
Engages students in self-assessment strategies		1.0 2.0 4.0	
Connects lesson goals with school curriculum and state standards		1.0 3.0 4.0	The classroom focus is on IEP goals. She was aware of these goals and addressed them in her planning.
Uses assessment data to inform planning for instruction		1.0 2.5 4.0	
Adjusts instructional plans to meet students' needs		1.0 3.0 4.0	Kimberly was able to adapt lessons as needed on the fly.
Collaboratively designs instruction		1.0 3.0 4.0	Kimberly planned lessons that addressed the skills discussed with the cooperating teacher.
Varies instructional strategies to engage learners		1.0 2.5 4.0	Kimberly took appropriate risks and tried new things in her planning. When a lessons worked well, she used similar plans again.

Criterion	Description	Score	Comments
Uses technology appropriately to enhance instruction		1.0 2.0 4.0	We keep minimal technology in the classroom as the focus is on appropriate play and language development.
Differentiates instruction for a variety of learning needs		1.0 2.5 4.0	
Instructional practices reflect effective communication skills		1.0 2.5 4.0	
Uses feedback to improve teaching effectiveness		1.0 3.0 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 3.0 4.0	
Upholds legal responsibilities as a professional educator		1.0 3.0 4.0	
Demonstrates commitment to the profession		1.0 3.0 4.0	Kimberly reflected on her lessons and adjusted as needed. She asked for advice in adjusting for new lessons.
Collaborates with colleagues to improve student performance		1.0 3.0 4.0	Kimberly observed professionals in the classroom (O/T, PT/Speech) and used techniques she observed in her lessons.
Collaborates with parent/guardian/advocate to improve student performance		1.0 2.0 4.0	Access to parents has been minimal due to COVID. She was unable to observe much of these interactions since it was too early in the year for conferences and IEP meetings.