



Assessment Details

1.9 Mcdonald, Casey

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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 McDonald was dressed professionally for the classroom. She was prepared to teach her lesson on time and had created a very engaging concluding fraction activity for the students. As the students were completing many tasks individually in their pods, there was lots of interaction between the students. She is going to have a great practicum experience based on the classroom dynamic. You are off to a good start with a great lesson!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		2.0 1.0 <input type="text"/> 4.0	The mathematics activity was planned for a first grade classroom. The students were asked to create "fraction pizzas" which is an age appropriate activity. Miss McDonald guided the students step-by-step through completion of the lesson.
Accounts for differences in students' prior knowledge		2.0 1.0 <input type="text"/> 4.0	Miss McDonald began the lesson by asking the students what they remembered from Monday's lesson. She accessed students background knowledge regarding pizza throughout the lesson.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.5 1.0 <input type="text"/> 4.0	You have a good understanding of some of the students backgrounds. You'll learn more about each of the students as you proceed through your experience and you'll apply them to lessons with regularity.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		2.0 1.0 <input type="text"/> 4.0	All students were asked to complete the fractions activity.
Creates a safe and respectful environment for learners		2.0 1.0 <input type="text"/> 4.0	Miss McDonald started her lesson with a calming activity as she could tell that the students were "hyper". She interacted with the students very naturally and respectfully.
Structures a classroom environment that promotes student engagement		2.0 1.0 <input type="text"/> 4.0	The students were engaged in a very hands-on activity interacting with and creating fractions.
Clearly communicates expectations for appropriate student behavior		2.0 1.0 <input type="text"/> 4.0	Following calming activity, she directed students to sit for the lesson. Miss McDonald gave the students verbal directions for grabbing materials and dismissed one line at a time. Her directions/expectations were very clear and repeated throughout the course of the lesson.
Responds appropriately to student behavior		1.5 1.0 <input type="text"/> 4.0	Miss McDonald addressed students' talking during her directions by redirecting using "class,class". Good job of moving back to the supply station in order to monitor both areas of the room (sitting & materials). When the students were disruptive, Miss McDonald did a very good job of addressing behaviors in a calm, respectful manner. Waiting for students to quiet down is a very effective management tool. Did I hear a student swear? I'd suggest picking Ms. Leingang's brain for classroom management strategies and attempt to apply them during this experience.
Effectively teaches subject matter		2.0 1.0 <input type="text"/> 4.0	Miss McDonald guided a short mini-lesson about the day's lesson. She guided the students step-by-step through completing the fraction activity.
Guides mastery of content through meaningful learning experiences		2.0 1.0 <input type="text"/> 4.0	The students were creating fraction models to show their understanding of fractions.

Criterion	Description	Score	Comments
Connects core content to relevant, real-life experiences and learning tasks		2.0 1.0 <input type="text"/> 4.0	The students were making "fraction pizzas" which applies to many real-life experiences and learning tasks.
Designs activities where students engage with subject matter from a variety of perspectives		2.0 1.0 <input type="text"/> 4.0	The students were making pizzas, so seeing and creating them while discussing them. The students were cutting, gluing and discussing the content throughout the lesson.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.5 1.0 <input type="text"/> 4.0	Miss McDonald asked the students to "turn and talk" regarding the setup of halves and quarters of fractions.
Uses multiple methods of assessment		1.5 1.0 <input type="text"/> 4.0	The students completed fraction pizzas that she could collect to check for student understanding.
Connects lesson goals with school curriculum and state standards		3.0 1.0 <input type="text"/> 4.0	Miss McDonald planned her lesson based on the classroom's mathematics schedule. Her lesson was a concluding activity. The mathematics standard was a first grade fractions standard.
Adjusts instructional plans to meet students' needs		2.0 1.0 <input type="text"/> 4.0	Miss McDonald re-positioned herself around the classroom to better meet the needs of students and keep students on task. She also assisted students as needed.
Varies instructional strategies to engage learners		2.0 1.0 <input type="text"/> 4.0	Miss McDonald had the students engage in "turn & talk" to share ideas. The students worked individually and as a whole group to complete the learning activity. This was a very kinesthetically pleasing lesson for tactile learners.
Differentiates instruction for a variety of learning needs		2.0 1.0 <input type="text"/> 4.0	Miss McDonald permitted the students to complete the fraction pizzas based on their comfort/knowledge level of fractions. The students could cut into halves or fourths depending on comfort level.
Uses feedback to improve teaching effectiveness		1.5 1.0 <input type="text"/> 4.0	Miss McDonald used feedback from previous experiences to assist her teaching preparation for today's lesson.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="1.5"/> 4.0	This was Miss McDonald's first lesson taught in class. She reflected during our post lesson conference.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="2.0"/> 4.0	In speaking with Miss McDonald and her cooperating teacher, this classroom has a wide variety of medical/behavioral needs, so Miss McDonald will have a lot of information to legally uphold throughout her experience.

Annotated Documents

Comments on Page Content