UNIVERSITY of MARY

Assessment Details

3.0 | Schmid, Emily

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👤 **ASSESSOR** Erickson, Cammy (external)

✔ **TYPE** Manual

🏢 **PLACEMENT** FALL 2019 Student Teaching

≣ **TOC** n/a

▦ **INSTRUMENT** KAI - 6 Student Teaching
Observation Tool

> **OVERALL COMMENT:** Emily is doing an outstanding job in her student teaching experience. She is a teacher whose roles and responsibilities come naturally. Hard work has gotten her to where she is along with her passion for teaching. Her students respect her and work hard for her and she always respects them and works hard for them. It is a pleasure working with Emily.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		3.0 1.0 ▭ 4.0	
Accounts for differences in students' prior knowledge		3.0 1.0 ▭ 4.0	Before the activity, Emily referred back to the four types of problems that the students would be seeing on the puzzle that they had previously covered in class.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		2.5 1.0 ▭ 4.0	As you become more familiar with your students, this will improve.
Exhibits fairness and belief that all students can learn		3.0 1.0 ▭ 4.0	Consistently surfing the room helping all students with individual needs and questions.
Creates a safe and respectful environment for learners		3.5 1.0 ▭ 4.0	

Criterion	Description	Score	Comments
Structures a classroom environment that promotes student engagement		3.5 1.0 — 4.0	Changed the seating assignments and set up of classroom according to student needs. Grouping for activities.
Clearly communicates expectations for appropriate student behavior		3.5 1.0 — 4.0	Students were placed in groups. Emily had the students revisit group responsibilities. Each student helped each other with any questions and the could only use positive vocabulary.
Responds appropriately to student behavior		3.5 1.0 — 4.0	Did not see this during current lesson, but behavior is dealt with after class is over. Gentle reminders during class.
Guides learners in using technologies in appropriate, safe, and effective ways		2.5 1.0 — 4.0	Ensure that students are being engaged with individual technology activities.
Effectively teaches subject matter		3.0 1.0 — 4.0	Very good.
Guides mastery of content through meaningful learning experiences		3.0 1.0 — 4.0	Much review and practice as a class, not just through homework.
Integrates culturally relevant content to build on learners' background knowledge		n/a 1.0 — 4.0	This is an area to work on now that you have gotten to know your students better.
Connects core content to relevant, real-life experiences and learning tasks		2.0 1.0 — 4.0	As your content continues to grow, real-life experiences can be integrated into tasks.
Designs activities where students engage with subject matter from a variety of perspectives		3.0 1.0 — 4.0	
Accesses content resources to build global awareness		n/a 1.0 — 4.0	This is an area that you can begin to implement into lessons as you become more comfortable with the content.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		3.0 1.0 — 4.0	

Criterion	Description	Score			Comments
Uses multiple methods of assessment		1.0	3.0 ▼	4.0	Homework, formative, summative, participation
Provides students with meaningful feedback to guide next steps in learning		1.0	3.0 ▼	4.0	
Uses appropriate data sources to identify student learning needs		1.0	3.0 ▼	4.0	
Engages students in self-assessment strategies		1.0	2.0 ▼	4.0	Individual scoring guides for students.
Connects lesson goals with school curriculum and state standards		1.0	3.5 ▼	4.0	All learning goals and standards are integrated into units. Does a great job of working in PLC and with cooperating teachers to meet these goals.
Uses assessment data to inform planning for instruction		1.0	3.0 ▼	4.0	
Adjusts instructional plans to meet students' needs		1.0	3.0 ▼	4.0	Re-teaching
Collaboratively designs instruction		1.0	3.0 ▼	4.0	Consistently meets with cooperating teachers and PLC to collaboratively design instruction.
Varies instructional strategies to engage learners		1.0	3.0 ▼	4.0	
Uses technology appropriately to enhance instruction		1.0	3.0 ▼	4.0	Continue to implement individual, class, group technology lessons.
Differentiates instruction for a variety of learning needs		1.0	2.5 ▼	4.0	Small group instruction.
Instructional practices reflect effective communication skills		1.0	3.0 ▼	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	She always gets feedback from cooperating teachers and prior cooperating practicum teachers to improve her instruction.

Criterion	Description	Score			Comments
Upholds legal responsibilities as a professional educator		1.0	3.5 ▼	4.0	Always share effectiveness or need for improvement with her cooperating teachers. Always takes feedback from them.
Demonstrates commitment to the profession		1.0	3.5 ▼	4.0	
Collaborates with colleagues to improve student performance		1.0	3.0 ▼	4.0	
Collaborates with parent/guardian/advocate to improve student performance		1.0	3.0 ▼	4.0	Emily personally e-mails and talks to parents. She has had to do this as she took over the classroom and changed some of the procedures that had been in place. She will also be participating in parent/teacher conferences in the near future.

Annotated Documents

Comments on Page Content