

2.1 [Szczepaniak, Emily](#)

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- **TOC** n/a
- **INSTRUMENT** [EDU 400 Practicum 2 MIDTERM](#)

OVERALL COMMENT: Miss Szczepaniak was professionally dressed for the classroom. Her lesson was well-prepared and ready to teach on time. Miss Szczepaniak engaged the students in a very interesting and informative lesson that involved them critically thinking, collaborating and rationalizing throughout. I liked that you had the images for the students to use, a suggestion would be to have the pictures for the television and microwave be the older/original versions to see if the students would take the visual clue. (* I didn't know where else to write this thought.*) This was a very solid Social Studies lesson for the students!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0	Miss Szczepaniak planned her lesson for a 3rd grade classroom. The students engaged in partner and whole group work and discussions. They had to rationalize their reasoning.
		2.0	
		4.0	
Accounts for differences in students' prior knowledge		1.0	Miss Szczepaniak accessed the students prior knowledge by having them rationalize the inventions and their placements.
		2.0	
		4.0	
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0	As Miss Szczepaniak get to know the students backgrounds better through her experience, she will account for that information in the creation of her lesson plans.
		1.5	
		4.0	

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0	
		2.0	Most students were asked to share their thoughts throughout the course of the lesson.
Creates a safe and respectful environment for learners		4.0	
		1.0	Miss Szczepaniak's interaction with the students was firm, but respectful at the same time. It was an environment where the students understood that she was in charge of the classroom while she was teaching.
Structures a classroom environment that promotes student engagement		4.0	
		2.5	Miss Szczepaniak invited the students up to the front of the classroom for the read aloud portion of her lesson. The students were asked to add provided inventions to their timelines. They worked with partners to add the items. Following completion of partner work, the class rejoined a whole group lesson where they placed the inventions in the appropriate spaces on the timeline and explained their history.
Clearly communicates expectations for appropriate student behavior		4.0	
		1.0	Miss Szczepaniak asked the students to please raise their hands to comment based on the story. She repeated the directions prior to beginning the second part of her lesson. Miss Szczepaniak used the "gimme 5" strategy to gain students attention in order to give directions. She reminded the students that they were at a voice level of 1 during the partner work time. As students were coloring on their timelines, she reminded them,
		2.5	
		4.0	

Criterion	Description	Score	Comments
Responds appropriately to student behavior		1.0	respectfully, not to do it as they needed to complete their timelines.
		1.5	As students were "blurting out", Miss Szczepaniak reminded them to raise their hands to share. Your cooperating teacher was addressing some of the student behaviors that were occurring during your lesson, I'd like you to take the lead on this part of the classroom while you are teaching your lessons as well.
Effectively teaches subject matter		1.0	The topic for Miss Szczepaniak's lesson was the 100th day of school, so she began her lesson with a read aloud from a book about the 100th day. The read aloud transitioned to an whole group explanation of the expectations for their partner work. From the whole group, the students worked with partners to order the items based on the timeline. Miss Szczepaniak pulled the students back together for another whole group discussion on the topic where they placed and described the inventions. Following this portion of the lesson, the students were asked to answer questions, on paper, based on the information discussed.
		2.5	
Guides mastery of content through meaningful learning experiences		1.0	
		2.0	The students worked in partnerships and as a whole group to create a timeline of meaningful inventions over the past 100 years.
Connects core content to relevant,		4.0	
		1.0	The students were experiencing the 100th day of school and the book read aloud focused on the 100th day

Criterion	Description	Score	Comments
real-life experiences and learning tasks		2.5	of school for a fictional student. The students were asked to create a timeline of inventions with partners.
		4.0	
Designs activities where students engage with subject matter from a variety of perspectives		1.0	The students heard a story associated with the 100th day of school and 100 years of life. The students had to create a timeline of inventions. The students were responsible for copying the information.
		2.0	
		4.0	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0	The partnerships had to critically think while placing the inventions on the timelines. There were some good discussions taking place on why items should be placed where they were. The whole group had to collaborate to decide where the final images/inventions should end up on the timeline. There was really good rationalization occurring.
		2.5	
		4.0	
Uses multiple methods of assessment		1.0	Miss Szczepaniak was able to complete informal assessment based on the creation and discussion of a timeline as a large group. She also had a five question worksheet for the students to complete that could be used as an assessment tool as well.
		2.0	
		4.0	
Connects lesson goals with school curriculum and state standards		1.0	Miss Szczepaniak planned her lesson based on the current classroom curriculum and the third grade Social Studies standard for constructing timelines.
		3.0	
		4.0	

Criterion	Description	Score	Comments
Adjusts instructional plans to meet students' needs		1.0	The setup of the timeline was confusing for the students at first, so Miss Szczepaniak paused the lesson to explain the format of the timeline. Well done!
		2.0	
Varies instructional strategies to engage learners		1.0	Miss Szczepaniak began the lesson with a read aloud story. She led the class in a whole group discussion. The students were asked to work in partnerships. The students were engaged in visual and tactile activities. They received the information visually and auditorally (SP?) as well.
		2.0	
Differentiates instruction for a variety of learning needs		1.0	Miss Szczepaniak had strategies for differentiation listed in her lesson plan. Miss Szczepaniak went through her list of questions and had the students highlight the important parts of the questions.
		2.0	
Uses feedback to improve teaching effectiveness		1.0	Miss Szczepaniak used previous experiences, as well as conversations with her cooperating teacher to improve her teaching effectiveness through the course of the week.
		2.0	
Uses self-reflection to improve teaching effectiveness		1.0	Miss Szczepaniak stated that she hadn't had an opportunity to write formal reflections for her lessons taught, but had thought about what she would include in them.
		1.5	
Upholds legal responsibilities as a		1.0	I advised Miss Szczepaniak to attain a school handbook and look through

Criterion	Description	Score	Comments
professional educator		2.0	any legal documentation for students in the class.
		4.0	