



Assessment Details

GRADE: % **3.3** [Rotunda, Lauren](#)

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ASSESSOR [Klemisch, Robert \(external\)](#)

TYPE Manual

PLACEMENT SPRING 2020 Student Teaching

TOC n/a














INSTRUMENT [KAI - 6 Student Teaching Observation Tool](#)














OVERALL COMMENT: University Supervisor: Lauren has completed her twelve week student teaching experience in fourth grade at Centennial Elementary in Bismarck, ND. She did well developing an appropriate relationship with her students. They were very comfortable speaking to her and asking questions. She had good management skills and wasn't hesitant to redirect undesired behaviors. Feedback was given frequently to her students, usually when they were working in small groups or individually. She not only related well to her students, but also fellow educators. She had a very good student teaching experience and is ready to begin her teaching career.

Cooperating Teacher: Lauren was an exceptional student teacher during the time she was with us in the classroom at Centennial. One of the skills she is great at is reflecting on her lessons and improving them. She was always willing to take constructive criticism and use it to improve her teaching. The students and I are going to miss having her in the classroom the rest of the school year, and hopefully she can stop back in and say hi sometime. I know Lauren has the skills and the mindset to become an outstanding educator in the near future!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	Lessons were developmentally appropriate for fourth grade students.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	When introducing new concepts she would do some questioning of students to determine prior knowledge.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.5"/> 4.0	She understood students' different learning needs and cultural backgrounds.

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0  4.0	All students were treated fairly and were expected to learn.
Creates a safe and respectful environment for learners		1.0  4.0	She created a safe, caring, and respectful environment for her students.
Structures a classroom environment that promotes student engagement		1.0  4.0	Lauren did a good job of keeping her students actively engaged in lessons.
Clearly communicates expectations for appropriate student behavior		1.0  4.0	She made students aware of her expectations.
Responds appropriately to student behavior		1.0  4.0	She didn't hesitate to redirect undesired student behaviors.
Guides learners in using technologies in appropriate, safe, and effective ways		1.0  4.0	She clearly stated expectations when using technology.
Effectively teaches subject matter		1.0  4.0	Lessons were effective and typically engaging.
Guides mastery of content through meaningful learning experiences		1.0  4.0	Many meaningful experiences through her teaching.
Integrates culturally relevant content to build on learners' background knowledge		1.0  4.0	She used culturally relevant content for numerous lessons.
Connects core content to relevant, real-life experiences and learning tasks		1.0  4.0	There were some references to real-life experiences creating some relevance for her students.
Designs activities where students engage with subject matter from a variety of perspectives		1.0  4.0	She encouraged group work and learning as a team.
Accesses content resources to build global awareness		1.0  4.0	She had no problem accessing content resources.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0  4.0	Collaboration was used frequently and in an effective manner.

Criterion	Description	Score	Comments
Uses multiple methods of assessment		1.0  4.0	She was always open to trying new assessment methods with her teaching.
Provides students with meaningful feedback to guide next steps in learning		1.0  4.0	She frequently gave students feedback on their learning.
Uses appropriate data sources to identify student learning needs		1.0  4.0	She used data sources to identify needs of students in a professional manner.
Engages students in self-assessment strategies		1.0  4.0	Students understood how to self-assess.
Connects lesson goals with school curriculum and state standards		1.0  4.0	Lessons were aligned with district standards.
Uses assessment data to inform planning for instruction		1.0  4.0	She was very observant on who was understanding what was being taught and who was not.
Adjusts instructional plans to meet students' needs		1.0  4.0	She was able to do some adjusting to accommodate student needs.
Collaboratively designs instruction		1.0  4.0	Collaborated with fellow student teachers to create, design, and plan instruction.
Varies instructional strategies to engage learners		1.0  4.0	Consistently varied her teaching strategies to meet her learner's needs.
Uses technology appropriately to enhance instruction		1.0  4.0	Technology was used appropriately.
Differentiates instruction for a variety of learning needs		1.0  4.0	There was differentiation with ability level learning groups.
Instructional practices reflect effective communication skills		1.0  4.0	She has effective communication skills.
Uses feedback to improve teaching effectiveness		1.0  4.0	She was very open to feedback from both her cooperating teacher and university supervisor.

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text"/> 4.0	Her reflections showed a mature grasp of the educational process.
Upholds legal responsibilities as a professional educator		1.0 <input type="text"/> 4.0	Very professional.
Demonstrates commitment to the profession		1.0 <input type="text"/> 4.0	She has a bright future in education.
Collaborates with colleagues to improve student performance		1.0 <input type="text"/> 4.0	She met with fellow student teachers to create meaningful projects/assessments to meet all students' needs.
Collaborates with parent/guardian/advocate to improve student performance		1.0 <input type="text"/> 4.0	She has reached out to parents/guardians a few different times throughout her student teaching experience.

Annotated Documents

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