



Assessment Details

GRADE: 80.00% **SCORE: 2.5** Ricciardi, Genevieve

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ASSESSOR Harris, Keith (external)

TYPE Manual

PLACEMENT SPRING 2021 STUDENT TEACHING

TOC n/a

INSTRUMENT KAI - 6 Student Teaching Observation Tool

OVERALL COMMENT: Genevieve is doing a fine job in her student teaching experience. She is prepared to take the reigns of the class and begin her two weeks of being on her own in the classroom. She seeks out coaching and advice, and then incorporates that advice into her practice. Genevieve is on her way to becoming a fine teacher.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">1.0</div> <div style="text-align: center;"> <div style="position: relative; width: 100px; height: 20px; border: 1px solid #ccc; margin: 0 auto;"> <div style="position: absolute; top: -5px; left: 50%; transform: translate(-50%, -50%);">2.0</div> </div> </div> <div style="margin-left: 10px;">4.0</div> </div>	Genevieve is doing a good job providing learning activities for her students to complete that are age/grade level appropriate. She is also doing a good job of providing support for the students while they complete their independent practice activities. One area that Genevieve can (and will with practice and time) improve on is age

			appropriate direct instruction. This includes pace of direct instruction, questioning and engagement strategies, and vocabulary.
Accounts for differences in students' prior knowledge		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	Genevieve does a great job of valuing all of her students. Her independent practice activities are appropriate for all. Again, her direct instruction teaching may not be appropriate for all students. I am confident that this will come with time and practice.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	Genevieve demonstrates a knack for differentiating her expectations for her students based on their needs. For example, she seems to know when it is OK to allow a student to stay in their seat when the rest of the class is on the carpet.
Exhibits fairness and belief that all students can learn		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	Fair is not the same. Genevieve is doing a good job of identifying those expectations that need to be tight, and those times where she can make appropriate exceptions for students.
Creates a safe and respectful environment for learners		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	
Structures a classroom environment that promotes student engagement		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	Genevieve is doing a good job of implementing various engagement strategies. Examples include
Clearly communicates expectations for appropriate student behavior		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	Genevieve is growing in her response to student behavior. One suggestion would be to begin to incorporate responses to student behavior that does not require her to stop

			teaching. Responses might be "the look," proximity, a light touch on a student's shoulder, etc.
Responds appropriately to student behavior		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>You do a good job of choosing not intervene with students for every behavior. (i.e. David)</p> <p>Look for ways to intervene with behavior that does not stop instruction for the whole class. (element 37)</p>
Guides learners in using technologies in appropriate, safe, and effective ways		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Genevieve does a great job using technology in her teaching. I would encourage her to look for ways for students to interact with the technology so that it enhances their learning experience.</p>
Effectively teaches subject matter		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Genevieve has a good grasp of the subject taught. She does a good job of monitoring information specific to the flow of her lesson. Her teaching will become more powerful as she begins to monitor student learning and progression toward the identified essential rather than the flow of the lesson.</p>
Guides mastery of content through meaningful learning experiences		<p style="text-align: center;">2.0</p> <p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Communicate the WHY behind the lesson. At the beginning, tell the students what they are going to learn. Refer back to the objective frequently throughout the lesson, particularly at transition times. Clearly communicating the why for the lesson and learning activities will make the learning more meaningful.</p>
Integrates culturally relevant content to build on learners' background knowledge		<p style="text-align: center;">3.0</p> <p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Genevieve provides lessons based on important days and dates for her students.</p>

<p>Connects core content to relevant, real-life experiences and learning tasks</p>		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Genevieve provides students the opportunity to talk/write about things that are important to them. Her lessons will become even more effective as she provides students the opportunity to apply the lessons learned in real world, unpredictable situations.</p>
<p>Designs activities where students engage with subject matter from a variety of perspectives</p>		<p style="text-align: center;">2.5</p> <p>1.0 <input type="text" value="2.5"/> 4.0</p>	<p>Opportunities are created for students to incorporate reading and writing in a variety of content areas.</p>
<p>Accesses content resources to build global awareness</p>		<p style="text-align: center;">2.0</p> <p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Takes advantage of opportunities to incorporate her own experiences into the lessons. (Study abroad, etc.)</p>
<p>Uses relevant content to engage learners in innovative thinking & collaborative problem solving</p>		<p style="text-align: center;">2.0</p> <p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Genevieve frequently asks questions to engage her students. I would encourage her to look for opportunities to probe wrong answers, and to ask follow-up questions which require her students to think more deeply about their answers.</p>
<p>Uses multiple methods of assessment</p>		<p style="text-align: center;">2.0</p> <p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>Genevieve is working within the PLC framework to create appropriate assessments.</p>
<p>Provides students with meaningful feedback to guide next steps in learning</p>		<p style="text-align: center;">2.0</p> <p>1.0 <input type="text" value="2.0"/> 4.0</p>	<p>See Element #42 & 43 in the Art and Science Book. Be careful not to answer questions for your students. If students do not respond completely, push them to come up with the correct response. A good tactic is Hint- Hint-Tell.</p>
<p>Uses appropriate data sources to identify student learning needs</p>		<p style="text-align: center;">n/a</p> <p>1.0 <input type="text" value="n/a"/> 4.0</p> <p style="text-align: center;">n/a</p>	

Engages students in self-assessment strategies			
Connects lesson goals with school curriculum and state standards			Remember to clearly communicate the lesson objectives. All daily objectives should be tied directly to an identified essential standard.
Uses assessment data to inform planning for instruction			Continue working with your PLC
Adjusts instructional plans to meet students' needs			Use formative assessment that informs progress toward the learning objective
Collaboratively designs instruction			Great job becoming a positive, productive member of your grade level PLC
Varies instructional strategies to engage learners			
Uses technology appropriately to enhance instruction			While you use technology well, look for ways to allow your students to interact with the technology as well
Differentiates instruction for a variety of learning needs			Great job allowing students who are ready to be independent while continuing to work with others in a small group setting.
Instructional practices reflect effective communication skills			While your lessons are well prepared, your delivery is somewhat the same. This is normal at this stage in your experience. Remember to look for ideas and ways to change your delivery of instruction. Your PLC is a great resource for new instructional ideas.
Uses feedback to improve teaching effectiveness			I appreciate that every suggestion that you have

			attempted to incorporate every suggestion that you have been given. You have a genuine desire to be a great teacher and it shows.
Uses self-reflection to improve teaching effectiveness		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	Genevieve practices regular reflection. I would suggest that you take the time to keep a professional journal. The reflections that you record on the lessons that you have learned will be invaluable to you as you continue on your teacher path.
Upholds legal responsibilities as a professional educator		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	
Demonstrates commitment to the profession		<p>1.0 <input type="text" value="2.5"/> 4.0</p>	Genevieve has demonstrated a commitment to put in the time and effort to be a great teacher.
Collaborates with colleagues to improve student performance		<p>1.0 <input type="text" value="2.0"/> 4.0</p>	
Collaborates with parent/guardian/advocate to improve student performance		<p>1.0 <input type="text" value="n/a"/> 4.0</p>	

Annotated Documents
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