



GRAND VALLEY STATE UNIVERSITY PRACTICUM PROGRESS ASSESSMENT
Initial Certification Programs: EDI 330/331/332; EDI 430/431; and GTC

Date 26 Feb 14
Time 1:30

Name Hannah Robinson
School Central HS
Class/Grade 9th Biology

Circle on the back of this form the specific elements/indicators observed during this lesson. Attach a copy of the lesson plan to this form.

- * Hannah deals very quickly and efficiently w/ behavioral problems
- * presents an overview of the days lesson
 - everything is prepared and she is ready to go
- * Good job engaging students in the content (genetics)
 - elicits responses from the class effectively
- I can...
 - "Use evidence collected as a class + develop conclusions about the ability to taste PTC"
- Engaging way of traits: punch of examples of characteristics that definitely got students thinking & responding
 - ↳ great job relating past content to current lesson (mendels peas vs human (PTC) tasting)
- maybe → tell them what you won't tell them (lots of questions)
 - ↳ links phenomenon to prior knowledge (Hannah told boy who painted his nose because he can't see)
- + Good job handling tremendous logistical constraints
- "I want you to experience something so we can talk about it later"
- * introduces class - evidence - reasoning thinking also:
 - ↳ maybe → example: "Good" (something they can relate to in real life)
- make a problem in questions p. 51

Observed By

S. P. [Signature]

Student Signature

Hannah M. Robinson