



Assessment Details

SCORE: 1.8 Bjelland, Mark

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ASSESSOR Miller, Loni

TYPE Manual

PLACEMENT Fall 2020 B1

TOC n/a

INSTRUMENT EDU 300 Practicum 1 MIDTERM

OVERALL COMMENT: Very nicely done, Mark. The lesson was a great way to start your experience in the classroom!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		2.0 1.0 <input type="text"/> 4.0	Started with a review of previous knowledge
Accounts for differences in students' prior knowledge		2.0 1.0 <input type="text"/> 4.0	You did a nice review, how can you ensure all students are activating their prior knowledge?
Exhibits fairness and belief that all students can learn		2.0 1.0 <input type="text"/> 4.0	Why did you call on students? Consider ways to use "cold calling" when you are employing direct instruction.
Structures a classroom environment that promotes student engagement		1.5 1.0 <input type="text"/> 4.0	Great idea to start your lesson with a "shake down"! Using the boards was a helpful way to engage the students. For your next lesson, find ways to have students further engage in the content. For example, instead of you writing on the board, have the students. Or, could they use whiteboards to follow along? When you were having students apply the learning, you read the sentences - have the students. Perhaps a pair-share?

Criterion	Description	Score	Comments
Clearly communicates expectations for appropriate student behavior		1.5 1.0 <input type="text"/> 4.0	<p>Explore how the students know what to do during the lesson - did you want to have them shout out or raise their hand? How did they know when you wanted a choral response?</p> <p>Good job stopping the students to listen to the direction as they took off to transition to the next lesson - explore how Mrs. W uses lists to keep students on track during independent work time.</p>
Responds appropriately to student behavior		2.0 1.0 <input type="text"/> 4.0	
Effectively teaches subject matter		2.0 1.0 <input type="text"/> 4.0	<p>Be careful not to turn your back to the group when writing on the board</p> <p>I do- nice explanation of ay (additional clarification of vowels)</p> <p>We do - students "helped" you with examples on the board</p> <p>You do</p>
Guides mastery of content through meaningful learning experiences		1.5 1.0 <input type="text"/> 4.0	
Uses multiple methods of assessment		1.5 1.0 <input type="text"/> 4.0	<p>You asked multiple times throughout the lesson - does everyone understand? This is important, but you did not give enough think time.</p> <p>A good example of the importance of formative assessment - homophones</p>
Connects lesson goals with school curriculum and state standards		1.5 1.0 <input type="text"/> 4.0	<p>You have 3 objectives that are aligned to the content standard. Three objectives is a lot for one lesson.</p>
Collaboratively designs instruction		2.0 1.0 <input type="text"/> 4.0	
Differentiates instruction for a variety of learning needs		1.5 1.0 <input type="text"/> 4.0	<p>This was a whole group lesson, but in your lesson plan, you state options for differentiation. Be more specific on what "a little more help" means. For example, students below proficiency will have an alphabet chart, or they will practice words with one syllable.</p>
Uses feedback to improve teaching effectiveness		2.0 1.0 <input type="text"/> 4.0	

Criterion	Description	Score	Comments
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	You are at a great spot for a block 1 student. Start utilizing the professional terminology - name the teaching strategies, theories, etc.

Annotated Documents

Comments on Page Content