



Assessment Details

SCORE: 1.7 Bjelland, Mark

SUBMITTED 2021-10-07 00:00:49

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ASSESSOR Miller, Loni

TYPE Manual

PLACEMENT Fall 2021 EDU 400 B2

TOC n/a

INSTRUMENT EDU 400 Practicum 2 MIDTERM

OVERALL COMMENT: None

Assessed Criteria

| Criterion | Description | Score | Comments |
|---|-------------|-------------------------------------|--|
| Supports student learning through developmentally appropriate instruction | | 1.5 1.0 <input type="text"/> 4.0 | |
| Accounts for differences in students' prior knowledge | | 1.5 1.0 <input type="text"/> 4.0 | Multiple students were asking about advanced science concepts - consider doing a baseline to see what the students know and adjust your instruction as needed. |
| Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs | | 2.0 1.0 <input type="text"/> 4.0 | |
| Exhibits fairness and belief that all students can learn | | 2.5 1.0 <input type="text"/> 4.0 | |

| Criterion | Description | Score | Comments |
|---|-------------|-------------------------------------|---|
| Creates a safe and respectful environment for learners | | 1.5 1.0 <input type="text"/> 4.0 | You were working hard, but the students were not complying. It appeared they were looking for a lesson on cows burping (as you "hyped" it), but were disappointed to not receive this instruction. Be careful about being a friend vs. a teacher in the classroom. Relationships are so important, be careful you are not becoming too informal. |
| Structures a classroom environment that promotes student engagement | | 1.5 1.0 <input type="text"/> 4.0 | Students sat and listened for 20 minutes. A lot of the students had their heads on their desks or reading their books. |
| Clearly communicates expectations for appropriate student behavior | | 1.5 1.0 <input type="text"/> 4.0 | It was not clear what the expectation was for behavior. Some students raised their hands, while others blurted out. |
| Responds appropriately to student behavior | | 1.0 1.0 <input type="text"/> 4.0 | As the students became louder, your anxiety raised and it was clear you were getting upset. When this happens, take a breath and stop all movement in the classroom. This is a movement to bring everyone together and calm down. Otherwise, it will continue to spiral out of control. |
| Effectively teaches subject matter | | 1.5 1.0 <input type="text"/> 4.0 | <p>I do - talk of methane, natural gas, cows burping HOW can you get students to be actively engaged in the lesson? Lots of heads down</p> <p>We do?</p> <p>You do - draw a model of the cow in the atmosphere (you walked around asking how cows damage the atmosphere) - how is this more than copying down from the video?</p> <p>Looking back at the entire lesson, it is unclear what your objective was and how it connected to either standard you had listed.</p> |
| Guides mastery of content through meaningful learning experiences | | 1.5 1.0 <input type="text"/> 4.0 | |

| Criterion | Description | Score | Comments |
|---|-------------|-------------------------------------|--|
| Connects core content to relevant, real-life experiences and learning tasks | | 1.5 1.0 <input type="text"/> 4.0 | |
| Designs activities where students engage with subject matter from a variety of perspectives | | 1.5 1.0 <input type="text"/> 4.0 | |
| Uses relevant content to engage learners in innovative thinking & collaborative problem solving | | 2.0 1.0 <input type="text"/> 4.0 | |
| Uses multiple methods of assessment | | 1.5 1.0 <input type="text"/> 4.0 | |
| Connects lesson goals with school curriculum and state standards | | 1.5 1.0 <input type="text"/> 4.0 | |
| Adjusts instructional plans to meet students' needs | | 1.5 1.0 <input type="text"/> 4.0 | |
| Varies instructional strategies to engage learners | | 1.5 1.0 <input type="text"/> 4.0 | Remember, students need to be active learners throughout the lesson. You did a lot of lecturing. |
| Differentiates instruction for a variety of learning needs | | 1.5 1.0 <input type="text"/> 4.0 | |
| Uses feedback to improve teaching effectiveness | | 2.5 1.0 <input type="text"/> 4.0 | |
| Uses self-reflection to improve teaching effectiveness | | 2.5 1.0 <input type="text"/> 4.0 | |

| Criterion | Description | Score | Comments |
|---|-------------|--|--|
| Upholds legal responsibilities as a professional educator | | 1.0 <input type="text" value="1.5"/> 4.0 | Remember to have your teaching times submitted on time |

Annotated Documents

Comments on Page Content