



Assessment Details

SCORE: 1.7 Bjelland, Mark

SUBMITTED 2021-10-07 00:00:49

ASSESSED 2021-10-08 15:10:46 Results
Seen 2021-10-08 15:32:12

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