



Assessment Details

SCORE: 2.7 [Warne, Joy](#)

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ASSESSOR [Hager, Sheila](#)

TYPE Manual

PLACEMENT EDU 400 Fall 2022

TOC n/a

INSTRUMENT [EDU 400 Practicum 2 MIDTERM](#)

OVERALL COMMENT: Joy, it was a pleasure to come in and observe you. When reflecting with you, you were a sponge ready to absorb anything given to you. Come into Ms. Williams class as often as you can to work on creating a lesson that has 'meat' to it: teach before activity and also work on different behavior techniques that you can use that fit your teaching style and gets the students back on task. BTW: I did come back and youtube Linda, Linda, listen to me what a great jingle. Pull it back up and show the students so they know how frustrated a person can be when you have the floor to speak and they are not listening. I truly look forward to observing you in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.5"/> 4.0	You picked a great topic/ 3rd graders love studying animals.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.0"/> 4.0	Start your lesson with a grabber that checks out what prior knowledge they have on the topic at hand. Perhaps in today's lesson, discuss African animals: name some/ describe some/ then compare to a ND animal.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	

Criterion	Description	Score	Comments
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	
Creates a safe and respectful environment for learners		1.0 <input type="text" value="2.5"/> 4.0	Respect is usually a number one rule in a classroom. When you are talking, students need to be attentive to you teach it/ review it/ stop the lesson until you have that respect you deserve.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	When having students in groups, how can you make sure that all students in that group are participating? Make sure to make your rounds all the way around classroom to tune in to the discussions.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	Clearly is key here no matter which grade you teach, you are forever reviewing the rules, truly reviewing in black and white of what behavior you expect.
Responds appropriately to student behavior		1.0 <input type="text" value="1.5"/> 4.0	When trying to get students back on task, never go on unless you have their undivided attention. Reteach/ wait/ review whatever it takes.
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0	Your lesson plan had great ideas, but what was the standard you were teaching? Make sure that before you do an activity, you teach first then let them do the activity to show what knowledge they have obtained.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="2.0"/> 4.0	When you connect your lesson to their real life situations, your students can grasp where you are going with the lesson. For instance comparing an African animal to ND cows right away they will see the differences of animals here and there.

Criterion	Description	Score	Comments
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	it was so good to have students use their ipads to find information. Before letting students begin, talk about them getting information from the sheets you gave them, but also from websites.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="2.5"/> 4.0	Innovative is challenging those little brains. How could've you challenged your high rollers? How could've you made it easier for your students that were struggling, but still challenging their brains?
Uses multiple methods of assessment		1.0 <input type="text" value="2.5"/> 4.0	Your classroom discussion was the main way that you assessed your students. Be careful, when in classroom discussion, that you don't call on the same student over and over. When you get your own classroom, make it a habit to call on students that don't have their hand up, so all students know they have to be on task and listening.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	The standard you were working on definitely talked about how the animals got food, defended themselves, etc. But the main part of the standard asks how being in a group certainly helps animals with these tasks. Standard based curriculum isn't going to go away, so after creating a lesson, always make sure you are sticking to the standard at hand.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	Varies instruction means to use all of the senses when teaching a lesson. In this case, technology could've easily been used. That board is unending, when it comes to different ways to grabbing students' attention. Don't be afraid to use that technology for visual and auditory.

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="2.0"/> 4.0	In your lesson plan, you have above proficiency stated wrong they are your high rollers/ ready to go at it. How could've you challenged their minds out of the box? Perhaps encouraging that group to find more/exciting facts about their African animal.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="4.0"/> 4.0	You were so open to suggestions like a sponge absorbing all. Take whatever suggestions you get, and roll with whatever fits your teaching style and your students.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	At the end of each day, take a few minutes to reflect on your day's lessons... what went well for you and the students, as well as what could be changed to benefit both of you.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.0"/> 4.0	Professionalism covers so many different areas in education from timeliness in getting projects done, to dress, to the privacy of students. This will forever be part of your job.

Annotated Documents

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