



# Assessment Details

**SCORE: 3.0** Brekhus, Shelby

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**ASSESSOR** Hager, Sheila

**TYPE** Manual

**PLACEMENT** Fall 2021 EDU 400 B2

**TOC** n/a

**INSTRUMENT** EDU 400 Practicum 2 MIDTERM

**OVERALL COMMENT:** Shelby, it was my delight to observe you in your classroom this afternoon. Your lesson was very well planned out, organized and flowed from one transition to another. As you develop more lessons, try to incorporate those more abstract questions to get your students to dig further for their answers. Now that your first week is complete, take a breather this weekend. I look forward to visiting with you in December.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	Grade appropriate
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="2.5"/> 4.0	When designing your lesson, you should implement a few minutes to 'dig' a bit to see what knowledge the students have of the subject at hand.
Uses knowledge of students'		1.0 <input type="text" value="3.0"/> 4.0	

socioeconomic, cultural and ethnic differences to meet learning needs			
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="3.0"/> 4.0	Respect earns respect.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	From turn/talks, to discussions, to rotations .... you had your students involved throughout your whole lesson. Good job.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.5"/> 4.0	Clearly is the key here. As the teacher, do not presume the students know the correct behavior. Be very black and white as to what you expect: what should it sound like/ what should it look like, etc.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	Any time you do a technique to refocus students, make sure you wait until you have received the expectant behavior. If not, stop, reteach, and refocus.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Your lesson was very organized, well planned out, flowed through transitions and had a great time management. Remember when teaching to preface a video to give the students a reason they are watching it, and be careful not to spoon feed.
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		1.0 <input type="text" value="2.5"/> 4.0	The more you can relate your lesson to your students' every day life, the more you give them the

experiences and learning tasks			opportunity to remember the standard being discussed.
Designs activities where students engage with subject matter from a variety of perspectives			Variety is the key .... keep using that technology: it is an awesome tool with endless possibilities.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving			Innovative means higher level: work with that 'why do you think' much more to get your students to dig deep and think 'out of the box'.
Uses multiple methods of assessment			Every lesson usually ends up with multiple assessments due to all the discussions that go on. Loved the usage of the 'exit' question - good job!
Connects lesson goals with school curriculum and state standards			Spot on!
Adjusts instructional plans to meet students' needs			It's difficult to judge this one, because it talks about you using previous information from assessments to plan and customize your instruction. When you have your own classroom using your day to day assessments will become vital in planning for your students.
Varies instructional strategies to engage learners			Variety is key: when developing your plan, apply all of the senses (tactile, visual, auditory) to teach to all of your students' strengths.
Differentiates instruction for a variety of learning needs			Your plan on differentiation within your lesson plan was very good; were you able to implement it?
Uses feedback to improve teaching effectiveness			
Uses self-			This will become a mainstay in your

<p>reflection to improve teaching effectiveness</p>			<p>daily teaching: what were the pros and cons of my lesson? How can I make it better for my students' needs and my comfort zone? The more honest you are about the lesson. The higher level of teaching you will achieve.</p>
<p>Upholds legal responsibilities as a professional educator</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>As an educator, you will always be held to high standards of professionalism, not just within the building, but out in society as well.</p>

Annotated Documents

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