

Assessment Details

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SCORE: 2.4 [Jangula, Megan](#)

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PLACEMENT Fall 2021 EDU 400 B2
TOC n/a
INSTRUMENT [EDU_400_Practicum_2_MIDTERM](#)

OVERALL COMMENT: Keep learning and trying new things in your experience. Behavior management will always be something every teacher needs to work on. I look forward to seeing your growth in week 3!

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		2.0	
Accounts for differences in students' prior knowledge		2.5	
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		2.5	
Exhibits fairness and belief that all students can learn		2.5	
Creates a safe and respectful environment for learners		2.5	
Structures a classroom environment that promotes student engagement		2.5	Started with a math story (Math Fables) - good idea to not read the entire story (you could let the students know they can read it later - this is just a preview)
Clearly communicates expectations for appropriate student behavior		2.0	Lots of great examples from Mrs. S - countdown, body control, etc. When you feel like the class is getting out of control, stop the lesson. At this point, students are more focused on who can be the silliest and not the lesson. Taking a moment or two to refocus will make a huge difference in student behavior.
Responds appropriately to student behavior		2.0	You have a very kind voice. Sometimes when a student melts down, it is a good opportunity to have them practice self-soothing techniques. You still have the other students to work with, so it gets tricky. You could give the student some time, and then move on to the next problem. There was a bit too much time given to students to solve the problems. If you move a bit faster, the students won't have time to fool around. Nice idea to give a challenging problem to the students who were ready. Consider giving it to them a bit more privately - just write it on their whiteboard. Good idea to have the students put away whiteboards before telling them the rules of the game.
Effectively teaches subject matter		2.0	I do - Your objective is a bit difficult to understand. What are you teaching the students or is this a review? If it is a review, it should be in the objective (By the end of the lesson, the students will review previous knowledge of addition strategies to solve standard equations to 20 using addition and subtraction). Remember to ask yourself - what did I teach the students? We do - Practiced solving equations to 20 - students used on whiteboards and then shared out - the PowerPoint was a good tool to keep the lesson on track You do - Played a game - Fiddle Stick - could you post the rules of the game in the PowerPoint? Good way to close up the learning - consider using a protocol to ensure all students are actively learning
Guides mastery of content through meaningful learning experiences		2.0	
Connects core content to relevant, real-life experiences and learning tasks		2.0	
Designs activities where students engage with subject matter from a variety of perspectives		3.0	Students were so interested in the Math Fables book! Great find - maybe you could write down the number sentences as you read the fable or have students write the number sentences. Very nicely done.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		2.0	Remember to use math talk - perfect opportunity because students are in pods
Uses multiple methods of assessment		2.0	Observation is good, but how will you prove what the students know? Consider adding a data collection opportunity to the lesson (ie exit slip)
Connects lesson goals with school curriculum and state standards		3.0	Priority standard!
Adjusts instructional plans to meet students' needs		2.0	You gave alternative examples to the students during the guided instruction (we do)
Varies instructional strategies to engage learners		2.5	Book, student share out, seat work with whiteboards, math game
Differentiates instruction for a variety of learning needs		2.5	You could group students by their ability to help them stay in the appropriate ZPD
Uses feedback to improve teaching effectiveness		3.0	
Uses self-reflection to improve teaching effectiveness		3.0	
Upholds legal responsibilities as a professional educator		3.0	Thank you for your organization and professionalism. Keep up the great work! Remember to add the observation checklist to your binder - bring it to me to sign when you are back on campus.

Annotated Documents

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