



# Assessment Details

**SCORE: 3.0** [Haak, Shyla](#)

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**ASSESSOR** [Podhradsky, Alison](#)

**TYPE** Manual

**PLACEMENT** EDU 400 Fall 2022

**TOC** n/a

**INSTRUMENT** [EDU 400 Practicum 2 MIDTERM](#)

**OVERALL COMMENT:** Overall I enjoyed your lesson. Showing your understanding of diverse learners will be important for you next evaluate. Remembering to use every moment as a learning tool for yourself, get up move around to listen to the conversations happening during small group work. This provides you a tool to use to see if understanding of the content is there.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> <span>1.0</span> <input type="text" value="3.0"/> <span>4.0</span> </div>	Used Mystery Science--your lesson plan discussed having predetermined pairs with the high-low model. Within the lesson you used popsicle stick partners
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> <span>1.0</span> <input type="text" value="3.0"/> <span>4.0</span> </div>	Good conversation about what they knew before hand, but did not differentiate between each learner.
Uses knowledge of students' socioeconomic, cultural and		<div style="text-align: center;"> <span>1.0</span> <input type="text" value="n/a"/> <span>4.0</span> </div>	I was unable to tell if you used this background knowledge for any of your lesson.

ethnic differences to meet learning needs			
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.5"/> 4.0	
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.5"/> 4.0	
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.5"/> 4.0	You had a hands on activity prepared. This type of activity kept the students involved.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0	Expectations need to be very clear. Should they be taking turns pulling out the bird pictures, should the pictures remain on the floor during the observations. Making these clear expectations will remove some of the disagreements had among students.
Responds appropriately to student behavior		1.0 <input type="text" value="2.5"/> 4.0	You handled the whole group very well. As we discussed making sure we are up and moving during that group work time to keep an eye and ear on the students.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	You showed great understanding of this unit.
Guides mastery of content through meaningful learning experiences		1.0 <input type="text" value="3.0"/> 4.0	The hands on experience was a great portion. You handled the materials missing very well and made a quick on your toes decision.
Connects core content to relevant, real-life experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	Most animals were known to the students--bringing in additional animals that might be seen around our area could bring even more to this lesson.
Designs activities		1.0 <input type="text" value="3.0"/> 4.0	

where students engage with subject matter from a variety of perspectives			
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="2.5"/> 4.0	Allowing students to discuss in their groups, the "why", of which bird they thought they had.
Uses multiple methods of assessment		1.0 <input type="text" value="2.0"/> 4.0	Moving around during group work taking notes would be a great opportunity for an informal assessment of the content. You did pull them in and discuss some review of the content whole group.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.0"/> 4.0	
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	You were able to provide an opportunity for students to work together
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.5"/> 4.0	Whole group and small group
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="n/a"/> 4.0	We will focus on this on our next evaluation.
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	You gave great feedback in whole group discussion, adding that movement during partner work would provide another opportunity.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	We discussed what you felt went well and what you might change.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="3.5"/> 4.0	

# Annotated Documents

## Comments on Page Content