

Assessment Details

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SCORE: 2.9 Pfaff, Brooke

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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: Brooke, it was a delight for me to observe you this afternoon in your classroom. You are a confident, organized teacher, whom is very comfortable within a classroom. As we reflected, your activity was great, but being in a time crunch, the meat of the lesson became the activity and not the teaching/purpose of why the students were doing the activity. This lesson had so many different avenues of innovative learning, that possibly could've been done in a 2nd lesson, or perhaps entwined the discussion during the making of the communication tool. Time management is an element of teaching that you will become a better judge of as you progress in your years. Enjoy your time in this 4th grade room, and I look forward to our visit in December.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		3.0	Grade level appropriate
Accounts for differences in students' prior knowledge		3.5	Combining your grabber with students' prior knowledge of the topic at hand was a great way to open up your lesson. (And your visual was awesome!)
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		3.0	Once you have your own classroom, knowing about your students' backgrounds, helps you create your lessons around that info.
Exhibits fairness and belief that all students can learn		3.0	During the lesson, the treatment of your students was very positive, treating all equal. Respect earns respect.
Creates a safe and respectful environment for learners		3.0	Students, for the most part, follow actions, even more then words. You treat your students with much respect, giving a prime example of how students should treat others.
Structures a classroom environment that promotes student engagement		3.0	The jest of your lesson was doing a hand's on activity. Involving peer to peer to help each other, promotes student engagement even more.
Clearly communicates expectations for appropriate student behavior		2.5	When working with partners, doing an activity, give a black/white direction of what the room should look like and sound like.
Responds appropriately to student behavior		3.0	During the class, you used different techniques to catch the students' attention: 5,4,3,2,1, and eyes/ears up here. It is good to switch techniques up or the students will begin to tune you out. The other good part of your technique is that you waited after stating the jingle until the students produce the accepted behavior.
Effectively teaches subject matter		2.0	As we talked during reflection, your activity was well received: the students loved it. But before any activity is begun, there needs to be teaching done through discussion, etc. There were so many opportunities of 'why', 'how', stretching their minds. You were in a time crunch, so the teaching part didn't need to be long, but needs to be in the forefront so the students know the purpose of the activity.
Guides mastery of content through meaningful learning experiences		2.5	When doing a hand's on activity, always make sure the students know the purpose of doing that activity. Why were they making the phone? How did it correspond to the standard at hand?
Connects core content to relevant, real-life experiences and learning tasks		2.5	When creating lesson plans, the more you can associate it to the students every day life, the more understanding they will have. In today's lesson, the association to what they made to today's cell phone would've opened up a whole new avenue of discussion.
Designs activities where students engage with subject matter from a variety of perspectives		3.0	Variety is the key. To add to your lesson today, while the students were creating their own communication devices, you could've had visuals of different communication devices in history.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		2.5	Innovative thinking is stretching the students' minds with why/ how/ etc.
Uses multiple methods of assessment		3.0	There are multiple means of assessing a students' knowledge of the standard at hand.
Connects lesson goals with school curriculum and state standards		3.0	When developing your lesson, keep on track of what the standard states. In this instance, you did the past method of communication very well, but didn't blend in the present. Sometimes just a minute discussion can pull the whole standard together.
Adjusts instructional plans to meet students' needs		3.0	
Varies instructional strategies to engage learners		3.0	
Differentiates instruction for a variety of learning needs		3.0	When in reflection, you made a valid point on peer to peer assistance, where it solidifies their own knowledge. Make sure though that you also open up that door to deeper/challenging ways for those upper academic students.
Uses feedback to improve teaching effectiveness		3.5	You were very open to suggestions. Throughout your teaching career, you are going to get suggestions from everywhere; choose what works best for you and your students and run with it.
Uses self-reflection to improve teaching effectiveness		3.5	This will become a mainstay in your daily teaching: what was 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.
Upholds legal responsibilities as a professional educator		3.0	As an educator, you will always be held to high standards of professionalism, not just within the building, but out in society as well.

Annotated Documents

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