



Assessment Details

1.7 [Stevenson, Shanna](#)

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TYPE Manual

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ASSESSOR [Currie, Kevin \(external\)](#)

INSTRUMENT [Practicum 2 EDU 400 MIDTERM Evaluation Rubric](#)

OVERALL COMMENT: Miss Stevenson did a good job of guiding the students through the pathogens lesson, video, and activities. She led the students in relevant discussion based on the information presented and did a good job of relating the information to the students' real-life experiences. I'd suggest that Miss Stevenson work on her classroom management strategies, particularly her approach while addressing student behaviors (less abrasive).

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="text-align: center;"> 1.0 2.0 4.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	Miss Stevenson started the lesson by asking the students what they already know about the different types of pathogens. Following completion of vocabulary bank, Miss Stevenson had the students watch a video about pathogens. Throughout the video, Miss Stevenson paused the video for students to copy information, as well as, complete "turn & talk" to discuss video content. Following completion of the video, students completed a t-chart comparing and contrasting pathogen information.
Accounts for differences in students' prior knowledge		<div style="text-align: center;"> 1.0 1.5 4.0 </div> <input style="width: 100px; height: 20px; border: 1px solid #ccc;" type="text"/>	Prior to watching the pathogen video, Miss Stevenson asked the students what they already knew about pathogens (bacteria, viruses, fungi, etc.). Completed a vocabulary list with the students prior to watching video.

Criterion	Description	Score	Comments
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="1.5"/> 4.0 1.0 <input type="text" value="1.5"/> 4.0	As Miss Stevenson work with the students throughout the course of her practicum experience, she will become more familiar with the students backgrounds and implement it in her teaching.
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="1.5"/> 4.0 1.0 <input type="text" value="1.5"/> 4.0	All students had the same expectations throughout the course of the lesson.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="1.5"/> 4.0 1.0 <input type="text" value="1.5"/> 4.0	Miss Stevenson listened to student responses and provided feedback and encouragement. When students were asked to partner, there was a disagreement between two students that Miss Stevenson mediated and reminded the students that the need to be respectful to one another.
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="2.0"/> 4.0 1.0 <input type="text" value="2.0"/> 4.0	Students were actively engaged in responding to questions and providing examples of pathogens. The students were asked to note-take during the pathogen video, so they had to pay attention to the video. Following the video, students worked in pairs to complete a t-chart of information.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="2.0"/> 4.0 1.0 <input type="text" value="2.0"/> 4.0	Miss Stevenson established that she wanted students to raise their hands to respond to questions and share ideas throughout the lesson. Students knew what tasks needed to be completed prior to working on them. Directions were very clear.
Responds appropriately to student behavior		1.0 <input type="text" value="1.5"/> 4.0 1.0 <input type="text" value="1.5"/> 4.0	"Voices off, we have a speaker right now." I'd suggest working on a variety of classroom management techniques. Can be a little bit abrasive when re-directing students behaviors ("Hey, hey. Can you stop talking."). "Voices off, let's finish this up."
Effectively teaches subject matter		1.0 <input type="text" value="2.0"/> 4.0 1.0 <input type="text" value="2.0"/> 4.0	Miss Stevenson created a vocabulary bank for the students to fill in while watching the pathogens video. This lets the students know information she desires them to pull from the video. The video presented accurate information that the students were asked document for future reference.

Criterion	Description	Score	Comments
Guides mastery of content through meaningful learning experiences		2.0 1.0 <input type="text"/> 4.0	By having the students discuss video content throughout the video, Miss Stevenson was guiding towards mastery of the information. She also guided the students towards mastery by having them complete the t-charts comparing & contrasting pathogen information.
Connects core content to relevant, real-life experiences and learning tasks		2.0 1.0 <input type="text"/> 4.0	There was a good discussion on vaccinations that prevent common pathogens. A student mentioned mumps and it would have been a good opportunity to talk about a current event in the area with the mumps outbreak in Dickinson, ND.
Designs activities where students engage with subject matter from a variety of perspectives		2.0 1.0 <input type="text"/> 4.0	The students were asked to watch a video focused on pathogens; they completed note-taking throughout watching the video to retain information. Students complete a t-chart with a partner.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.5 1.0 <input type="text"/> 4.0	The students were partnered to complete their pathogen t-charts. They worked collaboratively to complete their individual t-charts.
Uses multiple methods of assessment		1.5 1.0 <input type="text"/> 4.0	The students completed formative assessments during the video lesson by responding verbally to questions and completing their notes and t-chart. Is there a plan for a summative assessment to check for students mastery of science information?
Connects lesson goals with school curriculum and state standards		1.5 1.0 <input type="text"/> 4.0	The standard for Disease and Illness describing the different types of pathogens and the diseases they cause was the guide for the lesson. Are there any ELA standards that could have been tied to lesson as well?
Adjusts instructional plans to meet students' needs		1.0 1.0 <input type="text"/> 4.0	All students were receiving the information for the first time. The instruction plans weren't adjusted to meet the individual needs of students.

Criterion	Description	Score	Comments
Varies instructional strategies to engage learners		1.0 <input type="text" value="2.0"/> 4.0	Students participated in whole group discussion writing relevant information into their science notebooks based on the lesson topic. Miss Stevenson paused the video so that students could copy information provided. Student participated in "turn & talk" to share information from the video. Students were partnered to complete t-charts.
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="1.0"/> 4.0	How could you accommodate lesson for students with difficulties note-taking or writing the information on their own?
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="2.0"/> 4.0	Miss Stevenson had many self-reflection notes written on lesson plans she had completed throughout the course of the week thus far.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="2.0"/> 4.0	Miss Stevenson was professionally dressed and ready for her lesson on time. She will be teaching science to all three fourth grade sections throughout the afternoon.

Annotated Documents

Comments on Page Content