



# Assessment Details

## 3.1 Bergquist, Jocelyn

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ASSESSOR [Conlon, Tom](#)

TYPE Manual

TOC n/a

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

**OVERALL COMMENT:** Jocelyn prepared a timely Social Studies lesson for this first grade class on American Holidays as Presidents Day is nearing. She incorporated an appropriate book to introduce the lesson and used a video using the Smart Board that was age appropriate about George Washington and Abraham Lincoln, two primary presidents of this event. She had a Venn Diagram she planned to have the students complete individually to demonstrate similarities and differences of the two presidents. The lesson went well to this point as the students seemed attentive and engaged. In the future, she will want to explore completing the diagram in a whole group Guided Practice setting, with plenty of Modeling, rather than asking the students to complete this independently as some of the students experienced some difficulty with the vocabulary, reading and understanding. This could have been overcome with discussion in a Guided Practice.

### Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	The majority of this lesson was developmentally appropriate. See general comment below for further information.
Accounts for differences in students' prior knowledge		1.0 <input type="text" value="3.0"/> 4.0	Jocelyn monitored for student differences in the Mental Set of this lesson with a discussion followed by a book she shared.

Criterion	Description	Score	Comments
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Exhibits fairness and belief that all students can learn		1.0 <input type="text" value="3.0"/> 4.0	Jocelyn exhibits a fairness for each student and sets high expectations for them.
Creates a safe and respectful environment for learners		1.0 <input type="text" value="3.0"/> 4.0	Jocelyn consistently modeled safety and respect for all learners..
Structures a classroom environment that promotes student engagement		1.0 <input type="text" value="3.0"/> 4.0	The students were engaged and attentive as Jocelyn led a whole group discussion and had a video that was directly correlated to the standard and was age appropriate.
Clearly communicates expectations for appropriate student behavior		1.0 <input type="text" value="3.0"/> 4.0	Jocelyn uses many classroom management techniques appropriately. Although these strategies are proven to be effective, she will want to observe the teachers in the Practicum and Student Teaching portions of this process to begin to visualize the type of classroom and student expectations she will desire in her own classroom. Many times it is not so much of giving clear directions, but it is more about following up on the expectations.
Responds appropriately to student behavior		1.0 <input type="text" value="3.0"/> 4.0	It seemed Jocelyn was very aware of students that may have trouble staying on task and redirected them as needed in a quiet unassuming manner so as not to disrupt the class.
Effectively teaches subject matter		1.0 <input type="text" value="3.0"/> 4.0	Jocelyn had a good Mental Set portion of the lesson with effective Input activities. She will want to remember at the first grade level, many times one needs to spend more time on the Guided Practice portion of the lesson and in this lesson Jocelyn did not incorporate a Summary which is important to tie the learning together for the students and in some cases to set the stage for continued learning.

Criterion	Description	Score	Comments
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 experiences and learning tasks		1.0 <input type="text" value="3.0"/> 4.0	Presidents Day is coming up and this lesson was most relevant for the students to recognize its' importance.
Designs activities where students engage with subject matter from a variety of perspectives		1.0 <input type="text" value="3.0"/> 4.0	Jocelyn incorporated a variety of activities to enhance this lesson.
Uses relevant content to engage learners in innovative thinking & collaborative problem solving		1.0 <input type="text" value="3.0"/> 4.0	
Uses multiple methods of assessment		1.0 <input type="text" value="3.0"/> 4.0	Jocelyn monitored students within the whole group discussion and as she moved throughout the classroom as the students completed the Venn Diagram activity. In the future, she may want the students to hand in their work before they take it home so she knows of their level of success.
Connects lesson goals with school curriculum and state standards		1.0 <input type="text" value="3.5"/> 4.0	This lesson was directly connected to state standards and the school curriculum.
Adjusts instructional plans to meet students' needs		1.0 <input type="text" value="3.0"/> 4.0	Jocelyn adjusted for some students individually as she moved throughout the room
Varies instructional strategies to engage learners		1.0 <input type="text" value="3.0"/> 4.0	See above

Criterion	Description	Score	Comments
Differentiates instruction for a variety of learning needs		1.0 <input type="text" value="3.0"/> 4.0	
Uses feedback to improve teaching effectiveness		1.0 <input type="text" value="3.0"/> 4.0	Jocelyn seems genuinely receptive in receiving feedback on her teaching and is very professional in this type of discussion.
Uses self-reflection to improve teaching effectiveness		1.0 <input type="text" value="3.5"/> 4.0	Jocelyn appeared very adept of self-reflection as she realized how well the lesson was going with the procedures and activities she had planned as students were engaged. She also saw that the Venn Diagram was a bit difficult for the students and began to think how she could do things differently the next time.
Upholds legal responsibilities as a professional educator		1.0 <input type="text" value="n/a"/> 4.0	

Annotated Documents

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