

# Self-Evaluation of Teaching

20 points

## Directions:

1. All RED text give your directions for this exercise.
2. All of your work will be typed into THIS FILE.
3. Delete all RED text before submitting your file.

## Course objectives addressed in this assignment:

- Following prompts on a discussion board, the MEC student will participate in a community of practice by providing a description of and artifacts associated with a previously taught lesson along with a reflection concerning strengths and improvements for the lesson, scoring at the proficient or advanced level on the rubric associated with this assignment.
- Through participation in a discussion board, the MEC student will provide evidence of their assessment of cadet learning, leadership attributes, development, and competencies, scoring at the proficient or advanced level on the rubric associated with the assignment.

\*\*\*Any items written in red text are Cadre directions. Prior to uploading the assignment, delete all red text.

- 1) Prior to completing your self-evaluation, review your texts from ID 460 (Nilson text) and ID 465 (IDEA text). Select at least one idea/approach/strategy **from each text** to integrate during the teaching you will self-evaluate for this assignment. You may make additional changes to the lesson as well.
- 2) Self-evaluate your performance on each indicator of the Cadet Command Educator Assessment below. In the rating column, provide a numerical rating between 0-10. A main goal of this class is that you accurately self-assess your teaching. Be sure to look for both areas of strength and areas that need improvement. Good instructors can accurately assess their teaching and then identify ways to improve. Justify each rating.



Lesson Topic: Briefly describe the purpose of the lesson.

Strategy: Briefly describe one or more strategies used in the lesson that you learned about in MEC.

Technology: Briefly describe one or more technologies used in the lesson that you learned about in MEC.

Positive Learning Environment Technique: Briefly describe one or more positive learning techniques used in the lesson that you learned about in MEC (e.g., notecards for questioning).

Higher-level Thinking: Briefly describe the thinking level in this lesson. There should be evidence of higher order thinking.

### Cadet Command Educator Assessment: Self-Evaluation

Indicator	Rating	Justification
1. Plans and Prepares		For each indicator explain areas of strength and areas for improvement for this lesson. Connect your thinking to knowledge learned in MEC classes.
2. Content Knowledge		
3. Creates an Inclusive Environment		
4. Established a Culture for Learning		
5. Presentation Professionalism and Skills		
6. Tailors Instruction to Audience		
7. Provides Clarity and Organizations		
8. Uses Effective Questioning and/or Discussion Techniques		
9. Engages Students in Learning Activities		
10. Assesses and Provides Feedback		
Adjustment: Describe how you changed the lesson to support student success. Use knowledge learned in the MEC classes to bolster your argument that the changes improved student success.		

Key Strengths: Describe your strengths in this lesson. Use knowledge learned in the MEC classes to support your ideas.

Key Areas to Improve: Describe ways you could have improved this lesson. Use knowledge learned in the MEC classes to support your ideas.

**Assignment Scoring: 20 points**

Criteria	1 – Novice	2 – Apprentice	3 – Proficient	4 – Advanced
<b>Integration of Ideas from ID 460 &amp; ID 465 (10 points)</b>	The instructor integrates ideas/approaches/strategies from one or both texts with minimal or unclear application. The connection to the lesson is weak, and additional changes to the lesson are not effectively implemented.	The instructor integrates ideas/approaches/strategies from both texts, but the application may be basic or lack depth. The changes to the lesson are somewhat effective but may not be fully aligned with the lesson’s goals.	The instructor effectively integrates ideas/approaches/strategies from both texts into the lesson. The changes made are relevant, well-thought-out, and align with the lesson’s objectives, demonstrating a solid understanding of the texts.	The instructor expertly integrates ideas/approaches/strategies from both texts into the lesson. The application is insightful and enhances the lesson significantly. Additional changes are innovative, practical, and clearly aligned with the lesson’s objectives, demonstrating a deep understanding of the texts.
<b>Self-Evaluation and Justification (10 points)</b>	The self-evaluation is incomplete or lacks depth, with numerical ratings that do not accurately reflect the performance. Justifications for ratings are unclear, insufficient, or missing, showing little	The self-evaluation includes ratings for all indicators, but some justifications may be vague or overly general. The ratings show some awareness of strengths and areas needing	The self-evaluation is thorough, with accurate numerical ratings for all indicators. Justifications are clear, detailed, and demonstrate a solid understanding of strengths and areas for	The self-evaluation is comprehensive, with highly accurate numerical ratings for all indicators. Justifications are insightful, well-supported, and demonstrate a deep understanding of strengths

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	awareness of strengths and areas for improvement.	improvement but may lack accuracy or depth.	improvement. The instructor shows good self-awareness and a commitment to improvement.	and areas for improvement. The instructor shows excellent self-awareness and a strong commitment to continuous improvement.
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Lesson Topic: Ethical Dilemma

Strategy: Class Discussion and debate

Technology: Padlet, PowerPoint,

Positive Learning Environment Technique: anonymous answering and grouping the Cadets for collaborative teamwork.

Higher-level Thinking: Analyze

## Cadet Command Educator Assessment: Self-Evaluation

Indicator	Rating	Justification
1. Plans and Prepares		I took the lesson and lesson plan that Cadet Command provided and improved it to reach a higher level of thinking from bloom's taxonomy and designed the lesson to be more learner centric.
2. Content Knowledge		I took the content and studied it to translate it to make it more malleable for Cadets to consume.
3. Creates an Inclusive Environment		Kept students involved with cold calling.
4. Established a Culture for Learning		Influences students to stay involved instead of just staring at the PowerPoint.
5. Presentation Professionalism and Skills		Presenting skills and articulating the lesson in a professional matter.
6. Tailors Instruction to Audience		I introduced technologies to gear the learning towards the audience.
7. Provides Clarity and Organizations		The PowerPoint was fluid and wasn't too lengthy. Was able to expand on questions and ideas.
8. Uses Effective Questioning and/or Discussion Techniques		Planting the difficult questions in groups and had them discuss it amongst themselves kept the lesson student centric.

9. Engages Students in Learning Activities		Practical exercise was given out to groups and with the information they were given they had to analyze and apply what was learned.
10. Assesses and Provides Feedback		After every lesson objective I paused to make sure everyone was still with me and made sure to answer any questions.
Adjustment: I modified the lesson objectives that was provide by USACC to fit the ATCS formant and refined it to fit Bloom’s Higher Level of thinking.		
Key Strengths: Story telling and bringing my own experiences into the lesson really was a key strength along with being able to make the course content to something relatable to the Cadets.		
Key Areas to Improve: Next time I want to include different Instructional Strategies to keep the conversation more with the Cadets and less with me>		

**Assignment Scoring: 20 points**

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<b>Integration of Ideas from ID 460 &amp; ID 465 (10 points)</b>	The instructor integrates ideas/approaches/strategies from one or both texts with minimal or unclear application. The connection to the lesson is weak, and additional changes to the lesson are not effectively implemented.	The instructor integrates ideas/approaches/strategies from both texts, but the application may be basic or lack depth. The changes to the lesson are somewhat effective but may not be fully aligned with the lesson’s goals.	The instructor effectively integrates ideas/approaches/strategies from both texts into the lesson. The changes made are relevant, well-thought-out, and align with the lesson’s objectives, demonstrating a solid understanding of the texts.	The instructor expertly integrates ideas/approaches/strategies from both texts into the lesson. The application is insightful and enhances the lesson significantly. Additional changes are innovative, practical, and clearly aligned with the lesson’s objectives, demonstrating a deep understanding of the texts.

<p><b>Self-Evaluation and Justification (10 points)</b></p>	<p>The self-evaluation is incomplete or lacks depth, with numerical ratings that do not accurately reflect the performance. Justifications for ratings are unclear, insufficient, or missing, showing little awareness of strengths and areas for improvement.</p>	<p>The self-evaluation includes ratings for all indicators, but some justifications may be vague or overly general. The ratings show some awareness of strengths and areas needing improvement but may lack accuracy or depth.</p>	<p>The self-evaluation is thorough, with accurate numerical ratings for all indicators. Justifications are clear, detailed, and demonstrate a solid understanding of strengths and areas for improvement. The instructor shows good self-awareness and a commitment to improvement.</p>	<p>The self-evaluation is comprehensive, with highly accurate numerical ratings for all indicators. Justifications are insightful, well-supported, and demonstrate a deep understanding of strengths and areas for improvement. The instructor shows excellent self-awareness and a strong commitment to continuous improvement.</p>
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This looks good. Some specific feedback:

**Strengths:**

- **Lesson Planning and Higher-Level Thinking:** You did a commendable job elevating the lesson by applying Bloom's taxonomy and creating a more learner-centered experience. Continue to push for these advanced cognitive levels in your teaching.
- **Incorporation of Technology:** Introducing Padlet and PowerPoint shows a good understanding of your audience. Make sure that technology not only supports the lesson but enhances student engagement further.
- **Storytelling and Relatability:** Your ability to incorporate personal experiences into the lesson is a key strength. This helps students relate to the content, which is essential for creating an impactful learning experience.
- **Student-Centric Discussions:** Grouping students and planting difficult questions fosters deeper discussions and keeps the lesson engaging. This approach aligns well with the student-centered model you're aiming for.

**Areas for Improvement:**

- **Instructional Strategies:** You mentioned wanting to diversify your instructional strategies. This is a great next step. Consider introducing more active learning techniques or interactive tools to further reduce instructor-led discussions. Techniques like think-pair-share or peer teaching can help shift the conversation more to the students.
- **Inclusive Environment:** While cold calling can keep students involved, think about other inclusive techniques that can engage more reticent students without putting them on the spot. Tools like anonymous polls or digital responses could complement cold calling to ensure broader participation.