



Assessment Details

3.1 Kieper, Tanisha

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ASSESSOR [Conlon, Tom](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 400 B2

TOC n/a

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

OVERALL COMMENT: The students were successful in meeting the objective of knowing how to create art using the Crayon Resist method. A primary reason for this successful lesson was that Tanisha incorporated all the steps of an effective lesson including the Mental Set, Teacher Input, Guided and Independent Practice to Closure. Tanisha planned and used a U tTbe video to support the lesson. Though it appeared most students, if not all the students, were able to complete their art work, it appeared Tanisha worked hard to stay within the time constraints of the scheduled class period. In a future lesson such as this, Tanisha may want to adjust the lesson or the schedule in order to allow more time for the students to be creative and also complete the task.

Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		1.0 <input type="text" value="3.0"/> 4.0	This was an Art lesson on Crayon Resist presented to this fifth grade class. It was developmentally appropriate.
Accounts for differences in students' prior		1.0 <input type="text" value="3.0"/> 4.0	Tanisha introduced the objective of the lesson and explained the process so that each student would

knowledge			be successful.
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs			
Exhibits fairness and belief that all students can learn			Tanisha exhibits a fairness toward each student with a belief all students can learn.
Creates a safe and respectful environment for learners			Students appeared to try their best which only can occur if they feel safe.
Structures a classroom environment that promotes student engagement			The students seemed to become readily engaged and remained engaged throughout the lesson.
Clearly communicates expectations for appropriate student behavior			The students had just come in from recess and had this last class before the end of the day. Tanisha began the lesson clearly instructing the students to clear their desks and then telling the students what they would be doing in this lesson. The students responded positively and the lesson was able to begin.
Responds appropriately to student behavior			Tanisha used the strategy of saying "Class Class" in order to redirect the students. She will want to also use the strategy of "Wait Time" so that she has every students' attention and eyes on her each time before she continues..
Effectively teaches subject matter			Tanisha effectively used a U Tube video explaining what Crayon Resist looks like and then what the students would be doing in this lesson. She also had made her own Crayon Resist as a model for the students.
Guides mastery of content			To Tanisha's credit, she was mindful of the time for the students to

<p>through meaningful learning experiences</p>			<p>complete the task. Several times Tanisha reminded the students of how much time they had remaining. Rather than interrupting with these reminders, Tanisha might explore a timer with the Active Board which the students could be made aware making them more responsible for the time remaining to complete their work.</p>
<p>Connects core content to relevant, real-life experiences and learning tasks</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Tanisha asked the students to do their art work depicting something about the Fall in this September assignment.</p>
<p>Designs activities where students engage with subject matter from a variety of perspectives</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	
<p>Uses relevant content to engage learners in innovative thinking & collaborative problem solving</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Art by its' nature engages students in creative thinking. With more time for this lesson, Tanisha could further discussion to encourage innovative thought.</p>
<p>Uses multiple methods of assessment</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Tanisha monitored student work and supported learning as she moved around the room working with students.</p>
<p>Connects lesson goals with school curriculum and state standards</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>The lesson was correlated to state standards and the school curriculum.</p>
<p>Adjusts instructional plans to meet students' needs</p>		<p>1.0 <input type="text" value="3.5"/> 4.0</p>	<p>Tanisha used a U Tube video that she believed described the Crayon Resist process well and that students would understand without needing additional Guided Practice. Tanisha is to be commended for recognizing several students needed more support and she Adjusted her lesson and implemented additional Guided Practice. Monitoring learning, and</p>

			then being able to Adjust one's lesson to meet the students' needs is of utmost importance.
Varies instructional strategies to engage learners			Tanisha appears to understand the needs of each student and supported them within this lesson as she moved from student to student.
Differentiates instruction for a variety of learning needs			
Uses feedback to improve teaching effectiveness			Tanisha appeared interested in receiving feedback on her instruction.
Uses self-reflection to improve teaching effectiveness			Tanisha recognized the students were successful in meeting the objective and that they followed her expectations.
Upholds legal responsibilities as a professional educator			

Annotated Documents

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