



# Assessment Details

**3.0** Kieper, Tanisha

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

**TYPE** Manual







**TOC** n/a

**INSTRUMENT** [Practicum 1 EDU 300 FINAL Evaluation Rubric](#)

**OVERALL COMMENT:** Miss Kieper has expanded her portfolio extensively since her first observation; she has included many lesson plans as she has been teaching frequently during her time in the classroom. Miss Kieper presented a lesson to the students that was very interactive and kept the students engaged throughout, so the need to address student behaviors was very minimal during her lesson. She stated that the classroom of students were very energetic and could get off task with ease; her lesson was modified as she and her cooperating teacher noted that an originally planned change of learning environment would have been very difficult for the students based on the way the morning had gone. Miss Kieper was very comfortable and her teaching seemed very natural during her lesson. It was evident that she has spent a lot of her practicum experience time leading the classroom and learning about the students needs.

## Assessed Criteria

Criterion	Description	Score	Comments
Supports student learning through developmentally appropriate instruction		<div style="display: flex; align-items: center;"> <span style="margin-right: 20px;">1.0</span> <div style="border: 1px solid #ccc; width: 100px; height: 20px; position: relative;"> <div style="position: absolute; top: -10px; left: 50%; transform: translate(-50%, -100%);">3.0</div> </div> <span style="margin-left: 20px;">4.0</span> </div>	Miss Kieper began her lesson by asking the students what they remembered about venn diagrams. The entire lesson was designed to strengthen the students understanding of compare and contrast and using venn diagrams to better learn the concept.
Accounts for		3.0	Miss Kieper designed her lesson

differences in students' prior knowledge			<p>following a standard that the students were learning, but not fully grasping yet; she also included the use of venn diagrams into her lesson as the students have learned to use them recently and enjoy using them. Miss Kieper went through the text the students has used as a review of the information.</p>
Exhibits fairness and belief that all students can learn			<p>Miss Kieper gave many different students the opportunity to respond by calling on a different student for each response. All students participated in completing the "human venn diagram".</p>
Structures a classroom environment that promotes student engagement			<p>Miss Kieper asked the students to provide answers regarding transportation and how it has changed over time (past, present, future).</p>
Clearly communicates expectations for appropriate student behavior			<p>Miss Kieper gave the students directions prior to having them complete their "human venn diagram". She stated the student expectations and what they should do if unsure of the answer. Listen to the directions before moving. Clearly stated the directions for the students and what to do when complete.</p>
Responds appropriately to student behavior			<p>Miss Kieper responded to student behaviors as needed during her lesson. She also stated that she has had many opportunities to address student behaviors while leading in the classroom throughout her practicum experience.</p>
Effectively teaches subject matter			<p>Miss Kieper began her lesson with a review of information prior to having the students complete any tasks related to the subject matter. Miss Kieper had the students complete a "human venn diagram" where they had to use their bodies to complete a venn diagram related to the topic of transportation. After completing the "human venn diagram", Miss Kieper led a whole class discussion where they mentioned each mode of</p>

			transportation and how into fell into the timeframe that it did.
Guides mastery of content through meaningful learning experiences			The students were asked to provide verbal responses to information they had previously learned. Miss Kieper had the students move around the classroom and physically create a venn diagram using their bodies and notecards. Lastly, she checked for the students' understanding of the concept by having them provide a written answer to her question.
Uses multiple methods of assessment			Miss Kieper has evidence of a formative assessment included in her binder. She had the students provide verbal responses to check for understanding, she had the student complete a venn diagram as a group to check for understanding and she had the students provide a written response, that she collected, to show their understanding of the language arts concept.
Connects lesson goals with school curriculum and state standards			The compare and contrast lesson is a continuation of a standard that the class would have been learning during the regular classroom curriculum.
Collaboratively designs instruction			Miss Kieper and Ms. Heidt, her cooperating teacher, collaborated to design the lesson for the students based on concepts they were learning in the classroom and using frequently.
Differentiates instruction for a variety of learning needs			Miss Kieper had the students participate with verbal and written responses. Students who were having difficulties with any aspect of the lesson were given assistance by Miss Kieper, Ms. Heidt or another student.
Uses feedback to improve teaching effectiveness			Miss Kieper has many notes written in her portfolio containing ideas and strategies that she has liked during her practicum experience. She also uses Ms. Heidt feedback to modify lessons and classroom plans.

<p>Uses self-reflection to improve teaching effectiveness</p>		<p>1.0 <input type="text" value="3.0"/> 4.0</p>	<p>Miss Kieper has reflected on all of the lessons she has taught in the classroom. Also, she has added many ideas into her portfolio that will aide in her teaching effectiveness.</p>
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Annotated Documents

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