



Assessment Details

1.5 Richter, Kielly

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ASSESSOR [Sieger, Amanda \(external\)](#)

TYPE Manual

PLACEMENT Fall 2019 EDU 300 B1





TOC n/a

INSTRUMENT [KAI-3 Critical Dispositions Assessment](#)







OVERALL COMMENT: Kielly is doing a nice job in the classroom by taking the time to get to know the students in the room. Try to focus on how the students' learning styles might be different than your teaching style. This will help you to reach more learners throughout your lessons and think about how you can frame your questioning for students to assess various depths of knowledge. It has been a pleasure to have you in class and I am excited to see how you grow as a teacher in the coming weeks.

Assessed Criteria

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	The teacher candidate respects learners' developmental strengths and needs.	<div style="text-align: center;"> 1.0 1.5 3.0 <input style="width: 100px;" type="text"/> </div>	More time in the classroom will help Kielly to reach proficiency in this category as she continues to develop relationships with students and understanding their individual strengths and needs. As well as catering to the different learning styles within the classroom.
InTASC Standards 1-3 Learner and Learning	The teacher candidate believes that all students can learn and achieve.	<div style="text-align: center;"> 1.0 1.5 3.0 <input style="width: 100px;" type="text"/> </div>	Kielly has a high set of expectations for learners, with additional time in the classroom she will be more aware of learner differences and how to modify instruction to best fit the students' learning styles.

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	The teacher candidate commits to knowing about the cultures and communities that impact their students.	 1.0 3.0	Kielly engages in regular discussions and relationship building activities with students. With further time in the classroom we can discuss differences among cultures and communities within the classroom.
InTASC Standards 1-3 Learner and Learning	The teacher candidate displays a commitment to provide equitable learning and development opportunities for all.	 1.0 3.0	By being aware of the different learning styles within the classroom, Kielly can increase her commitment to providing learning opportunities for all. Really looking at auditory, visual, and kinesthetic learner differences will help to strengthen this critical disposition. Additionally, allowing more wait time before having students answer prompts will help students that process more slowly to feel that they are part of the learning experience. More teaching practice will also help Kielly to better shape her questioning to fit the various learning levels in the classroom.
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in decision-making for purposeful learning.	 1.0 3.0	Many of the lessons that Kielly has taught so far have been very scripted, with additional practice I feel that she will become more comfortable with the class and know when to make adjustments. As well as how to make learning more purposeful for the students.
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in collaborative learning.	 1.0 3.0	Kielly has taken feedback from my observations and worked on trying to incorporate more turn & talks throughout her teaching. Additionally, she adjusted her system of who is responding to questions in the class, for example drawing sticks, calling on different table groups, etc.

Criterion	Description	Score	Comments
InTASC Standards 4-5 Content	Teacher candidate commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.	1.0 <input type="text" value="1.5"/> 3.0	Kielly worked with a group of students that needed additional support in a math content area. She has not had the opportunity yet to truly display these skills in the classroom. Creating various activities with levels of differentiation and determining how to group students will help to strengthen this critical disposition.
InTASC Standards 4-5 Content	Teacher candidate is committed to linking subject content to real life issues.	1.0 <input type="text" value="1.5"/> 3.0	Giving students purposeful reasons as to why we are completing activities will increase engagement substantially. During the second step lesson Kielly did a great job of this by asking students for examples of when to be assertive. By allowing students a sharing time at the end of a second step less, it helps to anchor their learning to something they have previously experienced.
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	1.0 <input type="text" value="1.0"/> 3.0	Assessments have not been given during Kielly's teaching time. By giving readers differentiated passages can act as accommodations.
InTASC Standards 6-8 Instructional Practice	The teacher candidate is committed to planning learning opportunities that promote student growth.	1.0 <input type="text" value="1.0"/> 3.0	Kielly has used lessons that I have planned for the class as it was her first week. When planning really try to have various depth of knowledge questioning prepared ahead of time to help your "flow" seem more natural. Additionally, it is important to not only rely on the district curriculum, but you also need to look for supplemental items to help support all learners.
InTASC Standards 6-8 Instructional Practice	The teacher candidate values the exploration of how to use new and emerging technologies to promote student learning.	1.0 <input type="text" value="1.5"/> 3.0	

Criterion	Description	Score	Comments
InTASC Standards 9-10 Professional Responsibility	Teacher candidate maintains a positive attitude in professional settings.	1.0  3.0	Kielly has displayed a high level of professionalism in the school setting. During meetings don't be afraid to ask for printouts or ask questions to others. We have all been where you are at and want to support you in your experience.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	1.0  3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to upholding the role of educator in all legal/ethical ways, including honesty, integrity, fairness, confidentiality, an understanding of FERPA rules, and a Code of Ethics.	1.0  3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate values appropriate interpersonal relationships in all settings.	1.0  3.0	I can see that Kielly is trying to find her balance between building relationships with students and being their teacher. As a practicum student it is difficult to have students view you as the teacher, carry yourself with confidence and be consistent with your expectations in the class. This will help you to find that "perfect" balance.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is dependable, prepared and on time.	1.0  3.0	Kielly has been on time for each day. She has not prepared any lessons of her own as this was her first week in the classroom. With additional time in the class, I am confident that she will come prepared with the necessary materials.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is approachable, nonthreatening, and positive.	1.0  3.0	

Criterion	Description	Score	Comments
InTASC Standards 9-10 Professional Responsibility	Teacher candidate receives and uses constructive professional feedback.	1.0 <input type="text" value="2.0"/> 3.0	Kielly has been very open to all of the discussions and growth areas that I have observed in her teaching. She is committed to growing and applying suggestions.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders.	1.0 <input type="text" value="1.5"/> 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally through electronic means (email, social media, course management system).	1.0 <input type="text" value="1.5"/> 3.0	Sharing ideas for lessons and activities for future weeks will help Kielly to grow in this area.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally in oral language when working with stakeholders.	1.0 <input type="text" value="1.5"/> 3.0	I am looking forward to hearing Kielly's ideas that she will bring to our classroom in the weeks to come.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate accepts responsibility for personal actions and behaviors.	1.0 <input type="text" value="2.0"/> 3.0	

Annotated Documents

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