



Assessment Details

GRADE: 70.00% **2.1** [Richter, Kielly](#)

- SUBMITTED** 2019-10-24 00:02:57
- ASSESSED** 2019-10-25 20:57:48 ✓ Results
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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: *None*

Assessed Criteria

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	The teacher candidate respects learners' developmental strengths and needs.	1.0 <input style="width: 100px;" type="text" value="1.5"/> 3.0	Kielly has respect for different types of learners, continue to improve on incorporating multiple intelligences/learners in your lessons. Be sure that your lessons focus on the gradual release model to help support student learning.
InTASC Standards 1-3 Learner and Learning	The teacher candidate believes that all students can learn and achieve.	1.0 <input style="width: 100px;" type="text" value="1.5"/> 3.0	Kielly believes that all students can learn, but needs to determine how to incorporate opportunities for all students. Kielly does a great job with auditory learners, but needs to infuse more opportunities for kinesthetic and visual learners.

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 <input type="text" value="2.0"/> 3.0	Kielly has participated in PLC meetings where the team has discussed students based on their data. Kielly seeks out information to help her better understand the learners and what their data means. Continue to participate in discussions of how students are grouped based on data and different approaches to interventions.
InTASC Standards 1-3 Learner and Learning	The teacher candidate displays a commitment to provide equitable learning and development opportunities for all.	1.0 <input type="text" value="2.0"/> 3.0	Continue to incorporate the gradual release model into your lessons. Think about how you can target students that might need additional support or enrichment. Plan for early finishers and how they could extend the students' learning further.
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in decision-making for purposeful learning.	1.0 <input type="text" value="2.5"/> 3.0	Learning and teaching has a purposeful approach. Kielly does a nice job of involving students throughout the lesson, try to guide the students so that they are more involved in the decision making process of their learning. Whole group discussions and pre-writing activities are a great way to incorporate this into your lessons.
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in collaborative learning.	1.0 <input type="text" value="1.5"/> 3.0	Try to incorporate more whole group/partner discussions into your lesson formats. Reflecting and providing constructive feedback (teacher-peer or peer-peer) will increase ownership of ideas.
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	Asking for rubrics to help guide your lessons would have moved Kielly towards the proficient category. After further discussions and collaborative planning, I feel confident that Kielly will have a solid understanding of the content and skills that should be targeted for future lessons.

Criterion	Description	Score	Comments
InTASC Standards 4-5 Content	Teacher candidate is committed to linking subject content to real life issues.	 1.0 <input type="text"/> 3.0	Kielly was asked to teach a narrative writing lesson, she informed the students that they would be writing a narrative about something that they experienced. Continue to link to real life situations and why this is a necessary skill for the future.
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	 1.0 <input type="text"/> 3.0	Accommodations were not made for any of the students. Although none of the students in the class have specific IEP accommodations, the option to type or use google read & write could have been used to meet the different learners in the classroom.
InTASC Standards 6-8 Instructional Practice	The teacher candidate is committed to planning learning opportunities that promote student growth.	 1.0 <input type="text"/> 3.0	Continue to think about how you can incorporate some component of assessment to help guide your lessons. For this week the student assessments didn't occur until Friday. Assessments can be taken by observation, exit tickets, etc.
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"/> 3.0	Kielly used the active board to display content, but students still used a paper and pencil to complete lesson activities.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate maintains a positive attitude in professional settings.	 1.0 <input type="text"/> 3.0	Kielly improved greatly in this area this week, she participated in PLC and team planning to help guide her third week of practicum lessons. Continue to ask questions and offer suggestions for possible solutions.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	 1.0 <input type="text"/> 3.0	

Criterion	Description	Score	Comments
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 <input type="text"/> 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate values appropriate interpersonal relationships in all settings.	1.0 <input type="text"/> 3.0	The students love having you in the room, they truly enjoy another adult to build relationships with. Don't be afraid to jump in immediately in the classroom. Kielly does a great job connecting with students on a personal level. Trust your gut, you have a great sense of how to approach situations.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is dependable, prepared and on time.	1.0 <input type="text"/> 3.0	Kielly has met all deadlines and brings her materials in order to complete her lesson.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is approachable, nonthreatening, and positive.	1.0 <input type="text"/> 3.0	Remember to relax and enjoy teaching!
InTASC Standards 9-10 Professional Responsibility	Teacher candidate receives and uses constructive professional feedback.	1.0 <input type="text"/> 3.0	Kielly is extremely open to constructive feedback. Although she did not take the initial feedback I gave her in regards to her lesson outline. She was very receptive to the suggestions and feedback I gave during our reflection discussions.
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"/> 3.0	Remember that all interactions you have in the school are opportunities to make connections with possible future co-workers. Make as many connections as possible, networking is important for future employment.

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InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally through electronic means (email, social media, course management system).	1.0 <input type="text"/> 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally in oral language when working with stakeholders.	1.0 <input type="text"/> 3.0	Networking is important, start as soon as you can!
InTASC Standards 9-10 Professional Responsibility	Teacher candidate accepts responsibility for personal actions and behaviors.	1.0 <input type="text"/> 3.0	

Annotated Documents

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