UNIVERSITY of MARY

Assessment Details

| 2.8 | Erickson, Emily |

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👤 **ASSESSOR** Bramblett, Sara (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.**	3.0 ▼ 1.0 [____] 3.0	Emily does a nice job of working with all students in the classroom on a regular basis.
InTASC Standards 1-3 Learner and Learning	**The teacher candidate believes that all students can learn and achieve.**	3.0 ▼ 1.0 [____] 3.0	
InTASC Standards 1-3 Learner and Learning	**The teacher candidate commits to knowing about the cultures and communities that impact their students.**	2.5 ▼ 1.0 [____] 3.0	Feel free to reach out with any questions you might have about students and any background questions that may impact student learning and behaviors.
InTASC Standards 1-3 Learner and Learning	**The teacher candidate displays a commitment to provide equitable learning and development opportunities for all.**	3.0 ▼ 1.0 [____] 3.0	Emily does a nice job using group discussions and partner sharing opportunities with students.
InTASC Standards 1-3 Learner and Learning	**The teacher candidate engages learners in decision-making for purposeful learning.**	2.0 ▼ 1.0 [____] 3.0	We have not really explored this avenue yet, so this might be an area to consider for your next lesson.

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in collaborative learning.	1.0 —3.0— ▼ 3.0	
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 —2.5— ▼ 3.0	Think about wait time and making sure students are all on the same page before moving on with a new idea/assignment.
InTASC Standards 4-5 Content	Teacher candidate is committed to linking subject content to real life issues.	1.0 —2.5— ▼ 3.0	Emily did a nice job of talking about various seasonal appearances of the moon with different cultures during her science lesson. I would suggest building more on those ideas to develop a bigger "Why is this important?" for students to relate to in real life issues.
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	1.0 —1.5— ▼ 3.0	We have not really worked with assessments yet, though she has watched several accommodations in various tests/subjects through her observations this week.
InTASC Standards 6-8 Instructional Practice	The teacher candidate is committed to planning learning opportunities that promote student growth.	1.0 —3.0— ▼ 3.0	
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 —2.5— ▼ 3.0	There are so many technologies available, so I would suggest that Emily not hesitate with looking online or talking with various teachers about ways they use technology in the classroom.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate maintains a positive attitude in professional settings.	1.0 —3.0— ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	1.0 —3.0— ▼ 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.**	3.0 1.0　　▼　3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate values appropriate interpersonal relationships in all settings.**	3.0 1.0　　▼　3.0	Emily does a really nice job of keeping appropriate relationships with the students she sees in Blast and the students within my classroom. There is a clear level of mutual respect between both she and all of the students.
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate is dependable, prepared and on time.**	3.0 1.0　　▼　3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate is approachable, nonthreatening, and positive.**	3.0 1.0　　▼　3.0	Emily is very willing to accept new ideas, gather information, and observe. I would encourage her to ask questions about anything she would like to know more about so she is able to further her understanding in the classroom.
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate receives and uses constructive professional feedback.**	3.0 1.0　　▼　3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders.**	3.0 1.0　　▼　3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate communicates professionally through electronic means (email, social media, course management system).**	3.0 1.0　　▼　3.0	

Criterion	Description	Score		Comments
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate communicates professionally in oral language when working with stakeholders.**	1.0	3.0 3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate accepts responsibility for personal actions and behaviors.**	1.0	3.0 3.0	

Annotated Documents

Comments on Page Content