UNIVERSITY of MARY

Assessment Details

2.8 **Erickson, Emily**

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👤 **ASSESSOR** Allen, Cindy (external)

✔ **TYPE** Manual

🏢 **PLACEMENT** Spring 2020 EDU 400 B2

☰ **TOC** n/a

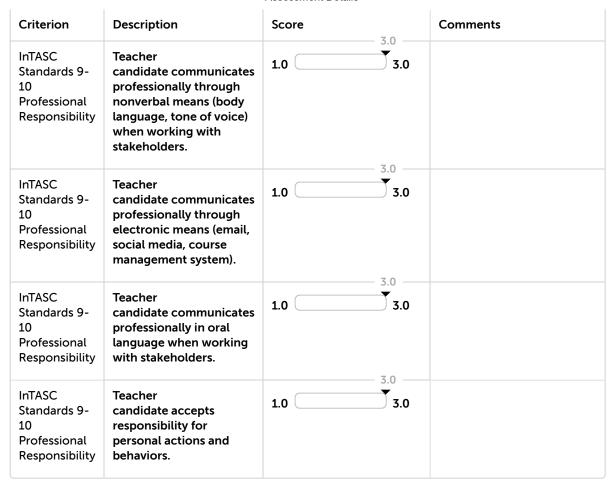▦ **INSTRUMENT** KAI-3 Critical Dispositions Assessment

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> OVERALL COMMENT: Emily has been a blessing to our class this semester. She has been flexible and understanding when I have unexpectedly been gone. She has helped out guest teachers. Our class has benefited greatly from having her.

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 took the initiative and asked about the students needs and strengths when planning her lessons.
InTASC Standards 1-3 Learner and Learning	**The teacher candidate believes that all students can learn and achieve.**	2.5 1.0 ◄——▼——► 3.0	Emily asked about the needs of our students. She wanted to be sure to provide them with the opportunities to work at their level within her lessons.
InTASC Standards 1-3 Learner and Learning	**The teacher candidate commits to knowing about the cultures and communities that impact their students.**	3.0 1.0 ◄————▼ 3.0	Emily is making connections with the students by talking to them and asking them about their world. She is also discussing with me the students backgrounds so she can have a better understanding of why a student may do specific actions or behave a certain way.

Criterion	Description	Score	Comments
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 has shown me that she believes all students can learn and she seems to understand that every student will do this differently. She gets down on the student level and helps anyone who is in need.
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in decision-making for purposeful learning.	2.5 1.0 — 3.0	
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in collaborative learning.	2.5 1.0 — 3.0	Emily is consistently have students turn and talk to their classmates and sharing their ideas. She is asking great questions and engaging our learners.
InTASC Standards 4-5 Content	Teacher candidate commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.	2.5 1.0 — 3.0	Emily made sure to have discussions with me about our learners. This will be something we really focus on in the 3rd week. We will be looking at a specific assessment and Emily will need to divide students into groups and create differentiated learning activities to help all learners grow where they are.
InTASC Standards 4-5 Content	Teacher candidate is committed to linking subject content to real life issues.	2.5 1.0 — 3.0	
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	2.5 1.0 — 3.0	This will be focused on more during our 3rd week. Emily and I have already planned to look at an assessment and have her group and plan based on student needs. But Emily is already thinking like this as she is asking about student needs.
InTASC Standards 6-8 Instructional Practice	The teacher candidate is committed to planning learning opportunities that promote student growth.	3.0 1.0 — 3.0	

Criterion	Description	Score	Comments
InTASC Standards 6-8 Instructional Practice	The teacher candidate values the exploration of how to use new and emerging technologies to promote student learning.	2.5 1.0 ▼ 3.0	More technology will be used in the 3rd week.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate maintains a positive attitude in professional settings.	3.0 1.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	3.0 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.	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	
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	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate receives and uses constructive professional feedback.	3.0 1.0 ▼ 3.0	

Criterion	Description	Score	Comments
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders.**	1.0 3.0 3.0	
InTASC Standards 9-10 Professional Responsibility	**Teacher candidate communicates professionally through electronic means (email, social media, course management system).**	1.0 3.0 3.0	
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