

# Assessment Details

2.0 Gotcher, Angela


 SUBMITTED 2019-04-01 00:05:04

 ASSESSED 2019-04-02 21:47:03 

Results Seen 2019-04-03 07:10:51

 ASSESSOR Erling, Morgan (external)

 TYPE Manual

 PLACEMENT Elementary Education  
Practicum I SPRING 2019

 TOC n/a

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

**OVERALL COMMENT:** Angela's confidence grew as she spent more time in the classroom. She seemed very comfortable teaching the students and scaffolding her teaching when the students needed it. We discussed voice level a few times as Angela has a very soft voice, but she was able to draw the students in to listen closely while she taught. Angela is very kind and sweet with the students and the students responded well to that. She always showed professionalism at school and in the classroom.

## 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 type="text" value="2.0"/> 3.0	Angela quickly learned which students needed more/less help and checked in with these students during work and teach time.
InTASC Standards 1-3 Learner and Learning	The teacher candidate believes that all students can learn and achieve.	1.0 <input type="text" value="2.0"/> 3.0	
InTASC Standards 1-3 Learner and Learning	The teacher candidate commits to knowing about the cultures and communities that impact their students.	1.0 <input type="text" value="2.0"/> 3.0	
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	
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in decision-making for purposeful learning.	1.0 <input type="text" value="2.0"/> 3.0	

Criterion	Description	Score	Comments
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	Pair and share is a great and easy way to allow the students to collaborate on their thinking during lessons.
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="2.0"/> 3.0	
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	
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	1.0 <input type="text" value="1.5"/> 3.0	We discussed differentiation and that it can sometimes be very difficult to think of ways to accommodate for struggling learners.

Criterion	Description	Score	Comments
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="2.5"/> 3.0	By the end of her placement, Angela went out to find lessons that were engaging for the class when it was her turn to teach.
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	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate maintains a positive attitude in professional settings.	1.0 <input type="text" value="2.5"/> 3.0	Very respectful and positive to all teachers and students!
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	1.0 <input type="text" value="2.0"/> 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.	1.0 <input type="text" value="2.0"/> 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate values appropriate interpersonal relationships in all settings.	1.0 <input type="text" value="2.0"/> 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is dependable, prepared and on time.	1.0 <input type="text" value="2.0"/> 3.0	It is difficult to review a lesson plan late the night before as a cooperating teacher. It's a good idea to give yourself enough prep time to be able to bring the lesson plan to discuss ahead of time.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is approachable, nonthreatening, and positive.	1.0 <input type="text" value="3.0"/> 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="2.5"/> 3.0	Angela asked for feedback when and where she felt like she needed it and was very open to the feedback.
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="2.0"/> 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="2.0"/> 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally in oral language when working with stakeholders.	1.0 <input type="text" value="2.0"/> 3.0	

Criterion	Description	Score	Comments
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

Comments on Page Content