



Assessment Details

SCORE: 2.3 Carr, Hannah

SUBMITTED 2020-02-21 00:02:22

ASSESSED 2020-02-28 18:52:32 ✓ Results
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ASSESSOR Vetter, Laura (external)

TYPE Manual

PLACEMENT Spring 2020 EDU 300 B1

TOC n/a

INSTRUMENT KAI-3 Critical Dispositions-
Student Teaching ONLY

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 type="text" value="2.5"/> 3.0 | Hannah treated all students with respect. She developed relationships with the students by asking them questions and learning more about their families and other interests. |
| InTASC Standards 1-3 Learner and Learning | The teacher candidate believes that all students can learn and achieve. | 1.0 <input type="text" value="2.5"/> 3.0 | Hannah provided opportunities for students with varying abilities to participate, collaborate, and communicate their ways of thinking. |
| 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 | |

| Criterion | Description | Score | Comments |
|---|--|---|--|
| InTASC Standards 1-3 Learner and Learning | The teacher candidate engages learners in decision-making for purposeful learning. | <div> <div>1.0</div> <div>2.5</div> <div>3.0</div> </div> | Hannah used "turn and talk" with her students to allow them to have some voice and to make their learning meaningful and purposeful! |
| InTASC Standards 1-3 Learner and Learning | The teacher candidate engages learners in collaborative learning. | <div> <div>1.0</div> <div>2.5</div> <div>3.0</div> </div> | Hannah provided opportunities for the students to work independently, in small groups, and/or with a learning partner. Students shared their thinking and ideas with their neighbor. |
| InTASC Standards 4-5 Content | Teacher candidate commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills. | <div> <div>1.0</div> <div>2.0</div> <div>3.0</div> </div> | Hannah reviewed previously taught skills and goals for the week. In addition she checked regularly with the students for understanding. |
| InTASC Standards 4-5 Content | Teacher candidate is committed to linking subject content to real life issues. | <div> <div>1.0</div> <div>2.0</div> <div>3.0</div> </div> | Hannah related her lesson on Adjectives to use everyday household items found in the kitchen, in our classroom, and also used adjectives to describe people. |
| InTASC Standards 6-8 Instructional Practice | The teacher candidate commits to making accommodations in assessments for all learners. | <div> <div>1.0</div> <div>2.0</div> <div>3.0</div> </div> | |
| InTASC Standards 6-8 Instructional Practice | The teacher candidate is committed to planning learning opportunities that promote student growth. | <div> <div>1.0</div> <div>2.5</div> <div>3.0</div> </div> | Hannah independently planned her lessons utilizing the teacher's manual and grade level standards. She took responsibility and emailed them to me prior to her teaching to review. In addition, Hannah planned some morning meeting connecting activities to do with the children along with some movement/gross motor activities. |
| InTASC Standards 6-8 Instructional Practice | The teacher candidate values the exploration of how to use new and emerging technologies to promote student learning. | <div> <div>1.0</div> <div>2.0</div> <div>3.0</div> </div> | Hannah utilized active inspire and used flipcharts with her lessons. She also used the document camera to project materials onto the board. |

| Criterion | Description | Score | Comments |
|---|---|--|--|
| InTASC Standards 9-10 Professional Responsibility | Teacher candidate maintains a positive attitude in professional settings. | <div> <div>1.0</div> <div> <div>2.5</div> <div>3.0</div> </div> </div> | Hannah came into the classroom each day with a big smile and positive attitude. She was very respectful to both the students and myself! |
| InTASC Standards 9-10 Professional Responsibility | Teacher candidate commits to professional appearance in dress and grooming. | <div> <div>1.0</div> <div> <div>3.0</div> <div>3.0</div> </div> </div> | Hannah was very professional. She was dressed for success! |
| 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. | <div> <div>1.0</div> <div> <div>2.0</div> <div>3.0</div> </div> </div> | |
| InTASC Standards 9-10 Professional Responsibility | Teacher candidate values appropriate interpersonal relationships in all settings. | <div> <div>1.0</div> <div> <div>2.0</div> <div>3.0</div> </div> </div> | Hannah has built strong relationships with many of the students. They adore her and complimented her several times. Hannah took personal interest in several students. She was always readily available to the students to answer questions, assist with uncertainties, give positive feedback, and help the with seat work. She even took the time to demonstrate to some students how to draw a fox and other animals! |
| InTASC Standards 9-10 Professional Responsibility | Teacher candidate is dependable, prepared and on time. | <div> <div>1.0</div> <div> <div>3.0</div> <div>3.0</div> </div> </div> | Hannah was very organized and prepared for her lessons. She created lesson plans and submitted them to me prior to her coming in for the week. |
| InTASC Standards 9-10 Professional Responsibility | Teacher candidate is approachable, nonthreatening, and positive. | <div> <div>1.0</div> <div> <div>2.0</div> <div>3.0</div> </div> </div> | |

| Criterion | Description | Score | Comments |
|---|---|---|---|
| InTASC Standards 9-10 Professional Responsibility | Teacher candidate receives and uses constructive professional feedback. | <div> <div>1.0</div> <div>2.0</div> <div>3.0</div> </div> | Hannah asked for feedback following her lessons. In addition, we reviewed the video of her teaching a lesson and discussed possible ways to change or adapt the lesson according to the students behaviors. |
| InTASC Standards 9-10 Professional Responsibility | Teacher candidate communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders. | <div> <div>1.0</div> <div>2.0</div> <div>3.0</div> </div> | |
| InTASC Standards 9-10 Professional Responsibility | Teacher candidate communicates professionally through electronic means (email, social media, course management system). | <div> <div>1.0</div> <div>2.0</div> <div>3.0</div> </div> | Hannah communicated with me prior to meeting to set up a time to get together. She continued those emails to send lesson plans and to clarify and to ask other questions or concerns that she may have had. |
| InTASC Standards 9-10 Professional Responsibility | Teacher candidate communicates professionally in oral language when working with stakeholders. | <div> <div>1.0</div> <div>2.0</div> <div>3.0</div> </div> | |
| InTASC Standards 9-10 Professional Responsibility | Teacher candidate accepts responsibility for personal actions and behaviors. | <div> <div>1.0</div> <div>2.5</div> <div>3.0</div> </div> | Hannah was very professional throughout the week. She seems very comfortable around children and has a great personality that connects with others. |

Annotated Documents

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