



Assessment Details

2.3 Alt, Autumn

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TYPE Manual

PLACEMENT Elementary Education Practicum I
SPRING 2019

TOC n/a

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

OVERALL COMMENT: Autumn was an enthusiastic learner in my classroom and was always asking questions as to how something worked. She will benefit from more time leading a classroom. It takes time for teaching to feel natural. She is definitely heading in the right direction.

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="1.5"/> 3.0	More time in the classroom would allow Autumn to develop a better relationship and therefore customize lesson plans where needed.
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	She kept the bar set high and adjusted when she saw students unsure of her lesson plan.
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="1.5"/> 3.0	It is hard to evaluate this in the setting in which we were. I believe she would do a great job if the occasion arose.
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	This is a skill that is hard to establish in the short period of time she had in the classroom. I don't feel she had adequate resources at hand to address these opportunities.

Criterion	Description	Score	Comments
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	This is still developing and needed guidance.
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in collaborative learning.	1.0 <input type="text" value="2.0"/> 3.0	Collaborative learning is the norm in our classroom. Autumn got to see how it operated and was able to create a lesson to support this type of learning activity.
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	This area is a work in progress. More time in the classroom will help develop these skills. At times she may not have known what resources were available to her to access.
InTASC Standards 4-5 Content	Teacher candidate is committed to linking subject content to real life issues.	1.0 <input type="text" value="2.0"/> 3.0	She did a WWII project that the students really enjoyed as many have stories of family members who served. Autumn benefitted from this connection with a successful lesson afterward.
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	1.0 <input type="text" value="2.0"/> 3.0	She was able to work individually with students needing accommodations. Although I do not have a wide variety of needs, it was good for her to experience students at different levels
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="2.0"/> 3.0	Because this is one of the first times she has invested much time in the classroom, I believe she was able to see how growth takes time. She learned how to speed up and slow down as needed.
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="2.0"/> 3.0	She is still learning about the many technologies available and used what she had to support her lessons.

Criterion	Description	Score	Comments
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	Autumn always looked on the bright side of tasks and approached many new challenges with a smile.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	1.0 <input type="text" value="2.5"/> 3.0	She was always very professionally dressed.
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="2.5"/> 3.0	No problems with this area.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate values appropriate interpersonal relationships in all settings.	1.0 <input type="text" value="1.5"/> 3.0	She would benefit from more classroom management opportunities.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is dependable, prepared and on time.	1.0 <input type="text" value="2.0"/> 3.0	Our schedule changes due to several special events caused some confusion with plans. She was always flexible and willing to try again during the next available slot.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is approachable, nonthreatening, and positive.	1.0 <input type="text" value="3.0"/> 3.0	She was a positive energy to have in the classroom. Others around her felt the same way. She was helpful and kind to everyone.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate receives and uses constructive professional feedback.	1.0 <input type="text" value="3.0"/> 3.0	I have no doubt that she used her feedback to make herself a better student and teacher!
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="2.5"/> 3.0	I believe she was always busy listening and responding to lesson plans at the same time.

Criterion	Description	Score	Comments
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	I received electronically her lesson plans and videos that she wanted to present in the classroom on a regular basis. She was very collaborative and excited to receive feedback.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally in oral language when working with stakeholders.	1.0 <input type="text"/> 3.0	Autumn was not afraid to call and clarify or grab me after class to make sure she understood classroom plans and directions.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate accepts responsibility for personal actions and behaviors.	1.0 <input type="text"/> 3.0	I was very happy with her ability to be a problem solver instead of one that assigned blame. She was open-minded willing to look at problems from different perspectives.

Annotated Documents

Comments on Page Content