

## 2.9 Grade: % [Szczepaniak, Emily](#)

- **SUBMITTED** 2020-02-21 00:02:21
- **ASSESSED** 2020-02-23 09:09:31 **Results Seen** 2020-02-23 14:59:35
- **ASSESSOR** [Ward, Julie \(external\)](#)
- **TYPE** Manual
- **PLACEMENT** Spring 2020 EDU 400 B2
- **TOC** n/a
- **INSTRUMENT** [KAI-3 Critical Dispositions Assessment](#)

**OVERALL COMMENT:** Emily had a wonderful first week of her practicum experience. She has been reliable and well planned. She has emailed me well in advance to received feedback on questions and to plan out upcoming lessons. She came to school early in the morning to help prepare materials and participate in student-led conferences. Emily has jumped in whenever she has noticed an opportunity to work with children and learn more about academic and social/emotional challenges. She is a great addition to our classroom.

### Assessed Criteria

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	<b>The teacher candidate respects learners' developmental strengths and needs.</b>	1.0 3.0	
InTASC Standards 1-3 Learner and Learning	<b>The teacher candidate believes that all students can learn and achieve.</b>	1.0 3.0	
InTASC Standards 1-3 Learner and Learning	<b>The teacher candidate commits to knowing about the cultures and communities that impact their students.</b>	1.0 3.0	
InTASC Standards 1-3 Learner and Learning	<b>The teacher candidate displays a commitment to provide equitable learning and development opportunities for all.</b>	1.0 3.0	Emily has asked questions that require reflecting on her lessons and that shows that she is wanting to grow and tweak as needed.
InTASC Standards 1-3 Learner and Learning	<b>The teacher candidate engages learners in decision-making for purposeful learning.</b>	1.0 3.0	Emily's lessons her first week were very engaging and hands on.

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	<b>The teacher candidate engages learners in collaborative learning.</b>	1.0 3.0 3.0	Emily's math lesson involved collaboration in groups and then partners which is great to get students talking about what they are learning.
InTASC Standards 4-5 Content	<b>Teacher candidate commits to making learning opportunities accessible to all learners resulting in understanding disciplinary content and skills.</b>	1.0 2.5 3.0	This comes with more opportunities.
InTASC Standards 4-5 Content	<b>Teacher candidate is committed to linking subject content to real life issues.</b>	1.0 3.0 3.0	
InTASC Standards 6-8 Instructional Practice	<b>The teacher candidate commits to making accommodations in assessments for all learners.</b>	1.0 2.5 3.0	
InTASC Standards 6-8 Instructional Practice	<b>The teacher candidate is committed to planning learning opportunities that promote student growth.</b>	1.0 3.0 3.0	
InTASC Standards 6-8 Instructional Practice	<b>The teacher candidate values the exploration of how to use new and emerging technologies to promote student learning.</b>	1.0 2.5 3.0	Emily needs more opportunities in the classroom for this standard. We will try and get that planned for her.
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate maintains a positive attitude in professional settings.</b>	1.0 3.0 3.0	

Criterion	Description	Score	Comments
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	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.	1.0 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate values appropriate interpersonal relationships in all settings.	1.0 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is dependable, prepared and on time.	1.0 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is approachable, nonthreatening, and positive.	1.0 3.0	Emily is easy to collaborate with and accepts reflection and feedback.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate receives and uses constructive professional feedback.	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.	1.0 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	

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