



Assessment Details

2.8 Horgan, Rachel

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ASSESSOR Vilhauer, Renae (external)

TYPE Manual

PLACEMENT Fall 2019 EDU 400 B2

TOC n/a

INSTRUMENT KAI-3 Critical Dispositions Assessment

OVERALL COMMENT: Rachel is doing a great job in my classroom. We have a various array of behaviors occuring and she handles them all very well. I'm feel very blessed to be sharing this time with her.

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"/> 3.0	Rachel works with all students at their abilities.
InTASC Standards 1-3 Learner and Learning	The teacher candidate believes that all students can learn and achieve.	1.0 <input type="text"/> 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"/> 3.0	Rachel understands the community that these kids are raised in and adjusts her thinking for each situation.
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"/> 3.0	

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="2.5"/> 3.0	Through her first lesson she valued each students opinion of roles and rights in the community and then built the project on their views.
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in collaborative learning.	1.0 <input type="text" value="2.5"/> 3.0	Rachel has students work together on assignments which resulted in great math talks.
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="2.5"/> 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="2.5"/> 3.0	in discussions, Rachel connects students to the topic at hand.
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	1.0 <input type="text" value="2.5"/> 3.0	
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	Rachel has created lessons that involve peek the students interest.
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="2.5"/> 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate maintains a positive attitude in professional settings.	1.0 <input type="text" value="3.0"/> 3.0	My room this year is high needs. Throughout the day, Rachel always stays calm and collected, helping to keep the room on task.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	1.0 <input type="text" value="3.0"/> 3.0	Rachel is appropriately dressed every time she visits the school.

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"/> 3.0	We have many situations happening in the classroom and Rachel has handled them very professionally.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate values appropriate interpersonal relationships in all settings.	1.0 <input type="text"/> 3.0	Rachel is connecting with all staff at Moses that I have introduced her to. She is easy to get along with and have various discussions with.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is dependable, prepared and on time.	1.0 <input type="text"/> 3.0	Rachel discusses her plans with me and then shows me the final lesson plan before teaching.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is approachable, nonthreatening, and positive.	1.0 <input type="text"/> 3.0	Rachel has a very friendly, upbeat attitude towards all students and staff.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate receives and uses constructive professional feedback.	1.0 <input type="text"/> 3.0	Rachel always has an open mind when discussing lessons. She is willing to try new things.
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"/> 3.0	Rachel acts appropriately when she is working with staff and students at Moses.
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	Rachel emails me daily to send me lessons plans, check times and make sure of expectations.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally in oral language when working with stakeholders.	1.0 <input type="text"/> 3.0	Rachel holds professional conversations with all staff at Moses.

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="3.0"/> 3.0	

Annotated Documents

Comments on Page Content