



## Assessment Details

**SCORE: 2.2** Beck, Casey

**SUBMITTED** 2021-03-08 00:04:59

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**ASSESSOR** Klemisch, Robert (external)

**TYPE** Manual

**PLACEMENT** SPRING 2021 Student Teaching

**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	<b>The teacher candidate respects learners' developmental strengths and needs.</b>	1.0 <input type="text" value="2.0"/> 3.0	He was aware of his students' different needs.
InTASC Standards 1-3 Learner and Learning	<b>The teacher candidate believes that all students can learn and achieve.</b>	1.0 <input type="text" value="2.0"/> 3.0	He expected all students to learn.
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 <input type="text" value="2.0"/> 3.0	He worked very hard at creating lessons that are beneficial to all students.

Criterion	Description	Score	Comments
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 <input type="text" value="2.0"/> 3.0	All students were treated equitably.
InTASC Standards 1-3 Learner and Learning	<b>The teacher candidate engages learners in decision-making for purposeful learning.</b>	1.0 <input type="text" value="2.5"/> 3.0	He did a good job of engaging his students to promote learning.
InTASC Standards 1-3 Learner and Learning	<b>The teacher candidate engages learners in collaborative learning.</b>	1.0 <input type="text" value="2.0"/> 3.0	Collaboration was used frequently.
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 <input type="text" value="2.5"/> 3.0	He did very well making lessons available and accessible to his students. Used Canvas and ArcGIS.
InTASC Standards 4-5 Content	<b>Teacher candidate is committed to linking subject content to real life issues.</b>	1.0 <input type="text" value="2.5"/> 3.0	He often made connections to real life experience that his students could relate to.
InTASC Standards 6-8 Instructional Practice	<b>The teacher candidate commits to making accommodations in assessments for all learners.</b>	1.0 <input type="text" value="2.0"/> 3.0	He was flexible when making accommodations.
InTASC Standards 6-8 Instructional Practice	<b>The teacher candidate is committed to planning learning opportunities that promote student growth.</b>	1.0 <input type="text" value="2.0"/> 3.0	All lessons were aimed at promoting student growth.
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 <input type="text" value="2.5"/> 3.0	Casey was very proficient at using technology in an effective manner to promote and enhance learning.
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate maintains a positive attitude in professional settings.</b>	1.0 <input type="text" value="2.0"/> 3.0	He is positive and upbeat.

Criterion	Description	Score	Comments
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate commits to professional appearance in dress and grooming.</b>	1.0 <input type="text" value="2.0"/> 3.0	Presents himself in a professional manner.
InTASC Standards 9-10 Professional Responsibility	<b>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.</b>	1.0 <input type="text" value="2.0"/> 3.0	He takes his profession seriously.
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate values appropriate interpersonal relationships in all settings.</b>	1.0 <input type="text" value="2.5"/> 3.0	He developed positive relationships with students, teachers, and para educators.
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate is dependable, prepared and on time.</b>	1.0 <input type="text" value="2.5"/> 3.0	Very dependable and responsible.
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate is approachable, nonthreatening, and positive.</b>	1.0 <input type="text" value="2.5"/> 3.0	He is very open and approachable.
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate receives and uses constructive professional feedback.</b>	1.0 <input type="text" value="2.5"/> 3.0	He was very open to feedback on his instruction. Very coachable.
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate communicates professionally through nonverbal means (body language, tone of voice) when working with stakeholders.</b>	1.0 <input type="text" value="2.0"/> 3.0	He was able to gain students attention through many different means.

Criterion	Description	Score	Comments
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate communicates professionally through electronic means (email, social media, course management system).</b>	1.0 <input type="text" value="2.0"/> 3.0	He used the technology available to communicate with his students, sending messages as reminders.
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate communicates professionally in oral language when working with stakeholders.</b>	1.0 <input type="text" value="2.5"/> 3.0	He has very good communication skills.
InTASC Standards 9-10 Professional Responsibility	<b>Teacher candidate accepts responsibility for personal actions and behaviors.</b>	1.0 <input type="text" value="2.0"/> 3.0	He took ownership with his instruction and was always looking to improve.

Annotated Documents

Comments on Page Content