

Assessment Details


2.7 Ackerman, Halli

 **SUBMITTED** 2019-09-26 00:01:54

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 **ASSESSOR** [Fischer, Cindy \(external\)](#)

 **TYPE** Manual

 **PLACEMENT** Fall 2019 EDU 400 B2

 **TOC** n/a

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

OVERALL COMMENT: Halli is very professional. She is very concerned about each student that she teaches. Halli appears extremely confident in working with students and other people in our building. Her interactions with students is positive but she also addresses inappropriate behavior in a no nonsense but kind manner. She takes notice of children that are struggling as well as those that need to be challenged and has more one on one as well as challenging activities. For example, Halli had her math lessons all planned and after watching the kiddos that previous day, asked if I minded if she changed her plans because the students weren't ready for what she had planned and came up with another lesson plan that she felt was more on their level at that point. One can tell that she's worked with students far beyond what most practicum students have. She had even offered suggestions and tings for my co teacher next door who has some learning issues in her room. Halli's background working as a para was very helpful to the teacher next door who has no special ed background, but a student that has special needs.

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	
InTASC Standards 1-3 Learner and Learning	The teacher candidate believes that all students can learn and achieve.	1.0 <input type="text" value="3.0"/> 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" value="2.5"/> 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="3.0"/> 3.0	
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	
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	
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="3.0"/> 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	
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="3.0"/> 3.0	
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	
		3.0	

InTASC Standards 9-10 Professional Responsibility	Teacher candidate maintains a positive attitude in professional settings.	1.0 <input type="text"/> 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	1.0 <input type="text"/> 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 <input type="text"/> 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate values appropriate interpersonal relationships in all settings.	1.0 <input type="text"/> 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is dependable, prepared and on time.	1.0 <input type="text"/> 3.0	Halli is extremely well prepared. Her lessons are well planned and executed, and she has a backup plan in the event that she needs more examples or more challenging activities.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is approachable, nonthreatening, and positive.	1.0 <input type="text"/> 3.0	Halli is very approachable. The students took to her right away. She is genuinely interested in what they have to say.
InTASC Standards 9-10 Professional Responsibility	Teacher candidate receives and uses constructive professional feedback.	1.0 <input type="text"/> 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 <input type="text"/> 3.0	Halli has a quiet and calmness about her. She sits closely and helps struggling students. She moves around the room to manage any issues that may arise from

			behavior to lack of understanding and corrects it as best she can.
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 2.5	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally in oral language when working with stakeholders.	1.0 <input type="text"/> 3.0 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate accepts responsibility for personal actions and behaviors.	1.0 <input type="text"/> 3.0 2.5	

Annotated Documents

Comments on Page Content