UNIVERSITY of MARY

Assessment Details

| GRADE: 61.40% | SCORE: 1.8 | Filipi, Grace |

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👤 **ASSESSOR** Nagel, Angela (external)

✔ **TYPE** Manual

🏢 **PLACEMENT** EDU 393 Practicum

☰ **TOC** n/a

▦ **INSTRUMENT** Practicum I Critical Dispositions
(300 Level Final)

| OVERALL COMMENT: | *None* |

Assessed Criteria

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	**The teacher candidate respects learners' developmental strengths and needs.**	1.0 〔 2.0 ▼ 〕 3.0	
InTASC Standards 1-3 Learner and Learning	**The teacher candidate believes that all students can learn and achieve.**	1.0 〔 2.0 ▼ 〕 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 〔 2.0 ▼ 〕 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 〔 2.0 ▼ 〕 3.0	
InTASC Standards 1-3 Learner and Learning	**The teacher candidate engages learners in decision-making for purposeful learning.**	1.0 〔 2.0 ▼ 〕 3.0	

Criterion	Description	Score	Comments
InTASC Standards 1-3 Learner and Learning	The teacher candidate engages learners in collaborative learning.	1.0 — 1.5 — 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 — 1.5 — 3.0	
InTASC Standards 4-5 Content	Teacher candidate is committed to linking subject content to real life issues.	1.0 — 1.5 — 3.0	
InTASC Standards 6-8 Instructional Practice	The teacher candidate commits to making accommodations in assessments for all learners.	1.0 — 1.0 — 3.0	
InTASC Standards 6-8 Instructional Practice	The teacher candidate is committed to planning learning opportunities that promote student growth.	1.0 — 2.0 — 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 — 1.0 — 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate maintains a positive attitude in professional settings.	1.0 — 2.0 — 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate commits to professional appearance in dress and grooming.	1.0 — 2.0 — 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 — 2.0 — 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate values appropriate interpersonal relationships in all settings.	1.0 — 2.0 — 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is dependable, prepared and on time.	1.0 — 2.0 — 3.0	

Criterion	Description	Score		Comments
InTASC Standards 9-10 Professional Responsibility	Teacher candidate is approachable, nonthreatening, and positive.	1.0	2.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate receives and uses constructive professional feedback.	1.0	2.0 ▼ 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	2.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally through electronic means (email, social media, course management system).	1.0	2.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate communicates professionally in oral language when working with stakeholders.	1.0	2.0 ▼ 3.0	
InTASC Standards 9-10 Professional Responsibility	Teacher candidate accepts responsibility for personal actions and behaviors.	1.0	2.0 ▼ 3.0	

Annotated Documents

Comments on Page Content