Mid-Program **Dispositions Assessment** for Candidates in Initial Licensure Programs

VCU   School of Education

Candidate's Name _____

Year _____   Semester _____Fall _____ Spring _____

Course Name and Number (i.e., TEDU 310) _____

Evaluation Completed By: (please check one)

_____Cooperating Teacher
_____University Supervisor   revised 6-30-05

Adapted from the Santa Cruz New Teacher Project Continuum of the New Teacher Center

DISPOSITIONS ASSESSMENT FOR CANDIDATES IN INITIAL LICENSURE PROGRAMS

Developing as a Professional						
M	F	Key Elements	Unacceptable 0	Beginning (Awareness, articulation, identification) 1　　　　　2	Acceptable (Puts into practice, uses, implements, reflects) 3　　　　　4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5　　　　　6
		a. Exhibits a commitment to professional standards associated with their areas of expertise.	No evidence that candidate incorporates professional standards into work with students	Aware of professional organizations and can articulate standards associated with their area of expertise.	Incorporates professional standards into written work and discussions.	Extends own professional practice by reflecting on professional literature or by being a member of a professional organization or by attending professional workshops, seminars, and/or conferences.
		b. Supports learning environments that encourage the academic, social, and professional growth of all students.	No evidence that candidate considers the different abilities, needs, learning styles, and cultures of students in work with students	Articulates the need to consider students' differing abilities, needs, learning styles, cultures, etc. of students in one's work with students.	Develops work plans that address different abilities, needs, learning styles, cultures, etc.	Reflects on work with students to determine how well a positive learning environment was created; Considers different approaches to meeting the needs, etc. of students
		c. Recognizes the importance of the social context of schooling.	No evidence that the candidate recognizes the importance of the social context of schooling	Recognizes the importance of external factors outside the classroom and school that affect student learning.	Develops work plans and responds to students in ways that demonstrate an understanding of the influence of external factors outside the classroom and school.	Makes adjustments to work plans and relationships with students that reflect an understanding of the influence of external factors on student learning.
		d. Collaborates with parents and other relevant parties.	No evidence that the candidate plans to collaborate with parents or other relevant colleagues	Recognizes that educators work with families and communities in defining student goals and developing student capabilities.	Establishes positive working relationships with students, parents, and colleagues through active listening and appropriate responses.	Encourages family involvement in student learning through collaboration to engage additional support resource assistance when needed.
		e. Has high expectations for all students.	Evidence that candidate has low expectations for at least some students. Candidate fails to support student learning.	Aware of developmental growth and age appropriate choices. Considers the needs of all students when designing work plans.	Communicates the belief that all students can learn, chooses appropriate activities for differing ability levels and needs that fits the content and student requirements.	Provides emotional and academic support to students and communicates confidence in their ability to complete assigned work; modifies plans to provide opportunities for all students to meet or exceed objectives through supportive critique of student learning that reflects challenging ideas and suggestions.

(Please mark level of growth for each criterion)

Level of Growth:　　N=No opportunity to observe　　0 =Unacceptable (has not yet reached beginning level) 1-2 =Beginning　　　3-4 =Acceptable　　　5-6 =Target

Developing as a Professional Continued

M	F	Key Elements	Unacceptable	Beginning (Awareness, articulation, identification) 1 2	Acceptable (Puts into practice, uses, implements, reflects) 3 4	Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects) 5 6
		f. Takes other perspectives into account.	No respect for other viewpoints	Willing to listen to other perspectives.	Considers other perspectives respectfully. Responds appropriately.	Actively seeks out other perspectives, and appreciates their point of view. May adjust own view upon reflection.
		g. Adheres to professional code of ethics in decision making.	Has been observed to make unethical decisions	Awareness of professional ethical expectations of his/her school and profession.	Monitors personal performance in accordance with a professional code of ethics mind and is familiar with school's faculty handbook.	Makes fair, ethical decisions that do not put others at risk. Considers the appropriateness of guidelines and understands how to advocate for exceptions when needed.
		h. Engages in reflective practice.	No evidence of the ability or willingness to reflect on effectiveness; unaware of effectiveness or student learning	Articulates of the importance of collecting evidence of one's effectiveness; Generally accurate impression of student learning.	Collects, analyzes data of one's effectiveness and student learning; Can accurately judge effectiveness and student learning.	Reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Uses evidence of effectiveness in planning for further instruction.
		i. Demonstrates integrity	Candidate has been observed to cheat, lie, be dishonest or violate confidentiality and privacy of others	Aware of the importance of honesty, truthfulness, and confidentiality in all dealings.	Demonstrates honesty, truthfulness, and confidentiality; represents positions of others accurately. Admits mistakes or lack of knowledge.	Encourages integrity in others. When faced with a dilemma, shows appropriate understanding of all sides. Exhibits respect for dignity and worth of all individuals. Respects confidences.
		j. Accepts responsibility	Late to meetings; misses deadlines; needs to be reminded often of obligations	Aware of responsibilities with occasional lapses. Carries out tasks associated with role, but may have inadequate forethought.	Accepts tasks associated with role. Meets expectations of instructors or supervisors.	Reflects on ability to meet expectations; plans and carries out tasks associated with role promptly.
		k. Shows initiative	Overly dependent on external authority; Needs prompting to initiate action.	Some dependency on external authority; aware of importance of taking initiative	Initiates appropriate actions independently	Initiates appropriate actions in ways that to beyond individual classroom but with context of school
		l. Demonstrates commitment to chosen professional role.	Lacks enthusiasm for professional role.	Somewhat aware of values and demands of profession.	Expresses enthusiasm for being an educator and working with students.	Exhibits professional persona characterized by enthusiasm and a strong, articulate commitment to the profession.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0 =Unacceptable   1-2 =Beginning   3-4 =Acceptable   5-6 =Target

(has not yet reached beginning level)

Developing as a Professional Continued						
M	**F**	**Key Elements**	**Unacceptable**	**Beginning (Awareness, articulation, identification)**	**Acceptable (Puts into practice, uses, implements, reflects)**	**Target (Builds on the reflection, makes changes to improve, adjusts, expands, connects)**
			0	**1 2**	**3 4**	**5 6**
		m. Exhibits sound judgment	Exhibits questionable judgment; inconsistent; makes decisions hastily or contrary to circumstances; does not adhere to school division policy regarding professional attire.	Exhibits subjective judgment based on personal experience or personal value system.	Exhibits sound judgment based on personal experience and relevant information or considers various views.	Makes decisions based on relevant information and best practice. Considers implications and consequences and views of others in making decisions.
		n. Accepts constructive criticism	Rejects constructive criticism; argues and or/ gives excuses; becomes defiant	Aware of value of interaction, exchange of ideas and points of view.	Accepts constructive criticism gracefully.	Seeks constructive criticism. Acts on suggestions for improvement.
		o. Models appropriate assertiveness.	Inappropriate or inconsistent assertiveness, e.g. overly forceful or shy and reserved.	Articulates that assertiveness can range from passive to excessive.	Articulates positions and takes actions appropriate to the situation.	Articulates positions, is proactive in such areas as classroom management; and works actively for the betterment of teaching and learning in taking specific action.

(Please mark level of growth for each criterion)

Level of Growth: N=No opportunity to observe   0 =Unacceptable   1-2 =Beginning   3-4 =Acceptable   5-6 =Target
                                                         (has not yet reached
                                                         beginning level)

M = Midterm   F = Final