

- Semester Undergrad
 Fall Post-Bac
 Spring MAT
 Summer I Visiting
 Summer II In-Service

Professional Dispositions Evaluation
William Paterson University
College of Education

- Art 1 K-5/SPED PE - 1
 Art 2 English PE - 2
 P-3 Foreign Language Science
 P-3/K-5 Math School Nurse
 K-5 Music Social Studies
 K-5/5-8

Student's Name _____

Course _____

Instructor _____

Prof. Dev. School = Yes No

Directions: This assessment includes both narrative analysis and numerical rating of field experience instructional competencies as evidenced during this placement. Performance in each area is rated as: 4. Target 3. Acceptable *2. Insufficient Progress *1. Not acceptable

Directions: Darken the ovals completely – Do not X or check ✓ .

	<u>Competency Level</u>				<u>Comments</u>
	4	3	2	1	
<u>Knowledge</u>					
1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
2. Consistently demonstrates mastery of content knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
3. Translates NJCCS into developmentally appropriate content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
4. Incorporates appropriate pedagogical knowledge in planning lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
5. Utilizes a variety of traditional and authentic assessments to evaluate student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
6. Writes comprehensive and developmentally appropriate lesson/unit plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
<u>Understanding (Dispositions)</u>					
7. Communicates high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
8. Demonstrates respect for diversity and cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
9. Demonstrates an openness to learning new ideas and becoming a lifelong learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
11. Exemplifies high professional and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
<u>Application (Skills)</u>					
12. Demonstrates effective communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
13. Creates a physically and psychologically safe environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____ Date _____
14. Manages the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Practicum Student Signature) - This signature indicates that the student has seen this summary. It does not imply student agreement with the assessment of teaching behavior contained herein.
15. Develops a sense of community in the learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____ Date _____
16. Poses questions related to problems and issues which require inquiry and critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(Cooperating Teacher or University Supervisor's Signature)
17. Teaches for understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Works collaboratively with colleagues and families. <i>(Also Dispositions)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. Demonstrates resourcefulness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. Demonstrates an interest in applying new technologies to teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Indicators:

1.Holds high expectations for all students / Believes all children can learn

In the University Classroom:

- Behavior during classroom participation and statements on written work
- Written work indicating that the candidate uses multiple strategies and applies modifications to address the needs of all learners
- Respect and consideration for all students in lesson plans, planned activities and other written products

P-12 Settings:

- Nurtures students’ desire to learn and achieve
- Sets appropriate goals, based upon on-going assessment

2.Respects diversity, cultural differences, and treats students equitably

In the University Classroom:

- Appropriate interactions with diverse peers, instructors, and other individuals
- Speaking and acting in ways that communicate respect for diverse peers, instructors, P-12 students and others.
- Written work and/or behavior indicating awareness of the need to foster a positive classroom environment
- Written work and performance indicating the use of multiple strategies and modifications needed to address the needs of all learners
- Ability to identify and analyze the complexity of race, class, language, gender, sexual orientation and privilege in American society and their impact on teaching and learning

P-12 Settings:

- Values individual differences, including race, gender, ethnicity, ability socioeconomic status, and sexual orientation
- Enables boys and girls to equally participate in all activities and educational opportunities

3.Demonstrates openness to new ideas by participating in professional development and other lifelong activities.

In the University Classroom:

- Openness to feedback from instructors, university supervisor and cooperating teacher
- Written work and/or performance demonstrating use of best practices and/or new knowledge based on research
- The pursuit of new knowledge and ideas, and the willingness to try new things
- Participation in professional development activities
- Seeking guidance, supervision and feedback; being receptive to multiple perspectives
- The investment of significant effort in learning
- Modifying behavior when provided with new information or experiences

P-12 Settings:

- Seeks to expand knowledge through professional activities (e.g., reads, attends conferences, in-service)
- Seeks to learn from students as well as teach them

4.Reflects upon teaching: “What do I do? Why do I do it? How can I do it better?”

In the University Classroom:

- Ability to analyze, prioritize, learn from reflection and feedback from others
- Engaging in critical thinking and self directed learning
- Seeking out, developing, and continually refining practices that address the needs of students

P-12 Settings:

- Maintains a reflective journal
- Understands the teaching-learning assessment connection
- Improves student learning outcomes through reflection
- Reflects on professional and personal attitudes/behaviors, and modifies them based on feedback

5.Exemplifies high professional and ethical standards

In the University Classroom:

- Attendance at all classes and required activities
- Demonstrated overall work ethic necessary to promote success as an educator
- Punctuality, confidentiality, responsibility in meeting all responsibilities and duties
- Honesty, demonstrated adherence to school policies and procedures
- Preparation for class
- Meeting high standards in all work

P-12 Settings:

- Models honesty, fairness and respect for individuals and for the laws of society
- Abides by the NEA/CEC Code of Ethics and the policies and procedures of the school
- Demonstrates reliability and punctuality
- Dresses appropriately and is well-groomed

6.Works collaboratively with colleagues and families

In the University Classroom:

- Working cooperatively with peers, faculty, colleagues and others
- Assisting others in the university classroom as well as accepting help from others
- Appropriate interpersonal, listening, and communication skills including digital communication
- Ability to compromise and respect others’ opinion in groups

P-12 Settings:

- Establishes open and appropriate lines of communication with colleagues/supervisory personnel
- Participates actively and responsibly in school-wide activities
- Collaborates with parents and school community members to support student learning
- Seeks opportunities to build strong partnerships with parents and community members
- Participates in programs which involve parents in school-related organizations and Activities

Instructor Signature

Date

Student Signature – This signature indicates that the student has seen this. It does not imply student agreement.