



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT DISPOSITION REFERENCE FORM

FNED 346 Service Learning Supervisor (Confidential)

This section is to be filled out by the applicant.

Name: _____ ID #: _____ Telephone #: _____

Teacher Preparation Program: _____ Major/Concentration: _____

Name of Evaluator: _____ Position of Evaluator: _____

Professional Address of Evaluator: _____

This section is to be filled out by the evaluator.

For each item circle the numbers, 1 (for low) to 4 (for high) to indicate your judgment of the degree to which the applicant possesses or has demonstrated the attribute/behavior identified on each item. Circle N/A if you have insufficient knowledge to make a judgment.

		Low			High	
1.	Exhibits self-awareness and self-confidence (Self-Reflection)	N/A	1	2	3	4
2.	Has goal clarity (Self-Reflection)	N/A	1	2	3	4
3.	Is intellectually curious and/or creative (Lifelong Learning)	N/A	1	2	3	4
4.	Is enthusiastic about learning (Lifelong Learning)	N/A	1	2	3	4
5.	Demonstrates ability to communicate effectively with children and youth (Advocacy for Children and Youth)	N/A	1	2	3	4
6.	Listens and is responsive to children and youth (Advocacy for Children and Youth)	N/A	1	2	3	4
7.	Welcomes diverse viewpoints and is open-minded (Respect for Diversity)	N/A	1	2	3	4
8.	Is adaptable to change (Respect for Diversity)	N/A	1	2	3	4
9.	Works well with others (Collaboration)	N/A	1	2	3	4
10.	Is socially tactful (Collaboration)	N/A	1	2	3	4
11.	Works hard and is thorough (Professional Work Characteristics)	N/A	1	2	3	4
12.	Is reliable and dependable (Professional Work Characteristics)	N/A	1	2	3	4

Signature of Evaluator: _____ Date: _____

On the reverse side there is a descriptive rubric to use as a reference for rating. To describe the nature and duration of the supervised pre-professional experience with children or youth undertaken by the applicant, you may also wish to use the reverse side of this form.



FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

DISPOSITION REFERENCE FORM

The rating scale (1-4) for the Faculty Disposition Reference Form indicates demonstrated and observed behaviors - low to high, with the option of indicating No Knowledge of the Attribute or "NA." The rating of "3" is described on the rubric below as "**competent level of performance**" and a frame of reference for the assessor/faculty member.

Attribute/Behavioral Criteria	3 = Competent
1. Exhibits self-awareness and self-confidence (<i>Self-Reflection</i>)	Offers comments and reflections confidently but does not often initiate or take the lead during class discussions. Listens to others before contributing ideas.
2. Has goal clarity (<i>Self-Reflection</i>)	Sets goals before starting class projects/papers. Uses goals to direct work on project/paper. Takes personal responsibility.
3. Is intellectually curious and/or creative (<i>Lifelong Learning</i>)	Asks questions and considers alternative perspectives to issues raised in class. Presents imaginative solutions and resources to dilemmas.
4. Is enthusiastic about learning (<i>Lifelong Learning</i>)	Participates actively in class discussions. Raises questions and volunteers ideas that enrich the class conversation.
5. Demonstrates ability to communicate effectively with children and youth (<i>Advocacy for Children and Youth</i>)	Converses well with peers. Uses vocabulary appropriate to listening audience. Through class discussions /interactions, there is some evidence of knowing the developmental needs of children and why teachers must advocate for and communicate effectively with children and youth.
6. Listens and is responsive to children and youth (<i>Advocacy for Children and Youth</i>)	Listens patiently to others in class before offering feedback or remarks. Responds appropriately to feedback by peers.
7. Welcomes diverse viewpoints and is open-minded (<i>Respect for Diversity</i>)	Listens to all sides before offering remarks during class discussion. Considers diverse viewpoints in one's reflection.
8. Is adaptable to change (<i>Respect for Diversity</i>)	Adjusts to changes that occur during the course gracefully. Handles controversial positions and approaches with respect.
9. Works well with others (<i>Collaboration</i>)	Works well with others in class; completes assigned tasks, and trusts others to complete their tasks for collaborative projects/ assignments.
10. Is socially tactful (<i>Collaboration</i>)	Respects social boundaries during class conversations; uses language with tact when asked for or required to give constructive feedback.
11. Works hard and is thorough (<i>Professional Work Characteristics</i>)	Organizes work assignment appropriately; attends class regularly; submits quality work appropriate to level of development
12. Is reliable and dependable (<i>Professional Work Characteristics</i>)	Completes work in a timely manner; follows through on assigned tasks