

## Faculty Feedback on New/Revised Unit Assessments:

### OBSERVATION AND PROGRESS REPORT (OPR):

#### 2008-2009

*I was so impressed by the packet you sent me over the summer and your presentation on Monday. What a difference between the current Student Teacher Observation and Assessment Packet to the one that you and your colleagues created. These tools really bring student teacher expectations into the 21st century! I look forward to using the new assessments when I receive a student teacher.*

*The instrument was immediately clear to cooperating teachers.*

*I liked the focus on goals for next time. This was not written into the old observation form, so students did not see goals for the next observation as so important. The format of the report helped some faculty feel that they did not need to document/script every component of the lesson observed.*

*The organization of the instrument into sections makes it easier to organize than a straight narrative.*

#### 2010

*I thought the format was thought provoking and helped me to be reflective on the specific areas of growth and progress of my student teacher.*

*Again, a MUCH improved instrument. The level of detail is so helpful for discussions with candidates.*

*I believe the progress report reflects work readiness behaviors that can be observed and would like to see this continue.*

*The newer Observation form is longer and took some getting used to; there are areas that do not always apply when observing a one-to-one lesson or even a very small group. But, in general I have liked the form.*

*Much better than the previous one*

*Weak faculty are well served by this. helps them get on board and may be an excellent training device for them. may also yield some good internal program discussions since it will move more and more people to being on "the same page". competent to very competent faculty save time and will, hopefully, use the it to provide more "face time" with the candidates and their coop. teachers.*

#### 2011

*The OPR ratings truly are a springboard from which to work with the TC. I particularly like the fact that it serves as an “agreed upon” tool of measure; hence, there is little room for subjectivity. In addition, it provides a “safe” place to record performance and establish future goals. The best part of using the tool three times is that it affords us a “museum” of data to examine. The best part of the process is when we can study the three assessments and clearly see the evolution and progress. This is quite fulfilling to the TC.*

*No, I do not feel that the OPR is too long. I think it is comprehensive- and needs to be. I have heard some individuals talk about the length... but truly- once you have used it a couple of times, it is actually easy and efficient. Another point I would like to mention is that working with this document only strengthens the cooperating teacher's practice, as it gives him/her components to consider and areas to model for the TC.*

*I do not think the OPR is too long. When I first had to use the form I thought it was. As I started to read through it I felt that it's wasn't the length of the form wasn't the issue. All of the questions regarding TC performance were essential for their growth as a professional. Therefore all of the questions were necessary. At that point, length didn't matter. I have been using the form for a couple of years myself and, Kristen is right. It does raise the bar for the TC and future TCs. If there are weaknesses that need to be worked on this is the perfect tool to use so that the TTC has a clear idea of where they need to be and what they need to do to get there.*

*The Observation Progress Report provides an objective way to evaluate a teacher candidate. The rating scale is comprised of indicators that the cooperating teacher can use to effectively evaluate the TC and to provide needed feedback.*

*Using the OPR as a tool for improvement is an excellent one. I have had two student teachers in the past and by using this tool I have been able to see improvement in each area by the third formal evaluation.*

#### **TEACHER CANDIDATE WORK SAMPLE (TCWS):**

2008/2009

*Candidates really learned from doing the TCWS. It helped them look at their practice in new ways (especially the assessment piece).*

*The TCWS has a legitimacy in that candidates teach a unit, talk about and describe it, and take it apart*

*Candidates liked the cohesiveness of the TCWS; it seemed interconnected, linked across pieces Clear expectations, relevant. Allowed faculty anchor discussion on candidates' specific work.*

*The layout is cohesive; one piece leads to another.*

*Having to design pre and post assessments, and write up the assessment and instructional decision-making pieces were meaningful for students, unlike the Exit Portfolio, which is more like busy work*

*TCWS engendered rich conversation with candidates about how they knew their students had learned; prompted a lot of reflection*

*TCWS was easier for candidates to complete than the Exit Portfolio. It's more cohesive and things are spelled out more clearly. The Exit Portfolio is not as clear to students and evaluators*

*The TCWS has cohesiveness. It gives candidates the opportunity to connect the dots. The Exit Portfolio has rich artifacts, but candidates don't typically see a connection among them*

*Components of the Exit Portfolio are in the TCWS but the TCWS asks candidates to step back. It requires a different level of reflection.*

*TCWS pointed out places in the program to do things better, emphasize more*

### 2010

*It is vastly superior to the Exit Portfolio. The tasks are much clearer to candidates, although they find the project quite onerous*

*The work sample was well done and very detailed*

*I felt that it was a useful experience for student teachers. It was more focused on student learning/performance than the earlier artifact.*

*the faculty and the program are well served by it*

*It's good, and getting better.*

*The emphasis on the three levels of assessment is a good idea. Students pre-assessment of their classes was especially useful and had not always been done in the past.*

### 2011

*Although as a cooperating teacher, I will not be evaluating the TCWS, I believe that it definitely provides an authentic assessment of the TC's effectiveness as a professional educator. The TCWS is comprised of six teaching processes that are fundamental to improving student learning. Now that I am aware of the contents of the TCWS, I would like to support my TC in completing it. Reading about the TCWS has helped me to realize the value it has for the TC and the benefit it has for the students.*

## **ASSESSMENT OF PROFESSIONAL DISPOSITIONS IN THE COLLEGE CLASSROOM:**

### 2010



*I just want to say thank you to the group that worked on this. It's a tough to create a rubric like this and I think the categories are great and the wording will get fixed over time for items in each category as we try to make sense of each item.*

See quantitative faculty feedback on Assessment of Professional Dispositions in the College Classroom on next page.




# Feedback on draft Assessment of Candidate Dispositions in the College Classroom



1. In evaluating the FSEHD Assessment of Candidate Dispositions in the College Classroom items, we ask that you consider their appropriateness for evaluating the disposition-related behaviors of initial OR advanced candidates. For which type of candidates will you be completing this survey?

		Response Percent	Response Count
Initial candidates (individuals seeking initial teacher certification in BA, BS, and MAT programs)		84.2%	16
Advanced candidates (individuals in education and counseling programs who are pursuing graduate level endorsements and MA, MS, MEd, CAGS, and/or PhD degrees)		15.8%	3
<b>answered question</b>			<b>19</b>
<b>skipped question</b>			<b>1</b>

2. In your opinion, when should an assessment of INITIAL candidate dispositions be administered in the college classroom?

		Response Percent	Response Count
FNED 346		66.7%	10
Practicum		46.7%	7
Content course(s)		20.0%	3
Other (please specify)			2
<b>answered question</b>			<b>15</b>
<b>skipped question</b>			<b>5</b>

**3. In your opinion, when should an assessment of ADVANCED candidate dispositions be administered in the college classroom?**

		Response Percent	Response Count
Beginning of program		33.3%	1
Prior to internship or field experience		66.7%	2
End of program		66.7%	2
		Other (please specify)	0
		<b>answered question</b>	<b>3</b>
		<b>skipped question</b>	<b>17</b>

4. Each dispositional item below consists of a pair of contrasting behaviors. Please rate each of the items on a scale being high on the extent to which: 1) the dispositional statement represents a college classroom behavior that is critical important for a candidate who possesses a PASSION FOR LEARNING 2) the dispositional statement is an authentic reflection of a candidate's PASSION FOR LEARNING in the college classroom.

**Criticality**

	5	4	3	2	1
Is totally unprepared for class.....Is thoroughly prepared for class	<b>100.0% (13)</b>	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Is uninterested or disengaged in activities, e.g., on cell phone in class.....Fully engages in class activities	<b>91.7% (11)</b>	0.0% (0)	8.3% (1)	0.0% (0)	0.0% (0)
Fails to ask good questions (either unable or unwilling) that convey interest in gaining knowledge.....Asks questions that convey quest for new knowledge or application of previous knowledge in new ways	<b>58.3% (7)</b>	25.0% (3)	16.7% (2)	0.0% (0)	0.0% (0)
Maintains separateness between education and major course content.....Seeks connections between education and major course content	<b>36.4% (4)</b>	27.3% (3)	18.2% (2)	9.1% (1)	9.1% (1)
Is rude and disrespectful of learning environment, e.g., uses cell phone, has private conversations, is texting, etc.....Is polite and respectful of learning environment	<b>83.3% (10)</b>	8.3% (1)	0.0% (0)	0.0% (0)	8.3% (1)

**Authenticity**

	5	4	3	2	1
Is totally unprepared for class.....Is thoroughly prepared for class	<b>72.7% (8)</b>	18.2% (2)	9.1% (1)	0.0% (0)	0.0% (0)
Is uninterested or disengaged in					

activities, e.g., on cell phone in class.....Fully engages in class activities	<b>81.8% (9)</b>	0.0% (0)	9.1% (1)	9.1% (1)	0.0% (0)
Fails to ask good questions (either unable or unwilling) that convey interest in gaining knowledge.....Asks questions that convey quest for new knowledge or application of previous knowledge in new ways	<b>63.6% (7)</b>	36.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)
Maintains separateness between education and major course content.....Seeks connections between education and major course content	<b>50.0% (5)</b>	20.0% (2)	20.0% (2)	0.0% (0)	10.0% (1)
Is rude and disrespectful of learning environment, e.g., uses cell phone, has private conversations, is texting, etc.....Is polite and respectful of learning environment	<b>72.7% (8)</b>	9.1% (1)	9.1% (1)	0.0% (0)	9.1% (1)

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**5. Each dispositional item below consists of a pair of contrasting behaviors. Please rate each of the items on a scale being high on the extent to which: 1) the dispositional statement represents a college classroom behavior that is critical important for a candidate who possesses a ADAPTABILITY 2) the dispositional statement is an authentic reflection of ADAPTABILITY in the college classroom.**

**Criticality**

	5	4	3	2	1
Unresponsive or resistant to feedback/guidance on work from instructors.....Seeks feedback/guidance regarding work from instructors	90.9% (10)	9.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Disregards opportunities to revise work.....Revises work in response to feedback	70.0% (7)	10.0% (1)	10.0% (1)	10.0% (1)	0.0% (0)
Ignores constructive criticism; unwilling to change practice/attitude .....Accepts constructive criticism & changes behavior accordingly	90.9% (10)	0.0% (0)	0.0% (0)	0.0% (0)	9.1% (1)
Reacts negatively to changes in schedules, timelines, plans, e.g. shows anxiety, negative attitude, or oversensitivity when change occurs.....Adapts positively to changes in schedules, timelines, plans	72.7% (8)	0.0% (0)	27.3% (3)	0.0% (0)	0.0% (0)
Dismisses alternative positions/viewpoints even when data exist that support them.....Considers alternative positions/ viewpoints beside one's own	70.0% (7)	20.0% (2)	0.0% (0)	10.0% (1)	0.0% (0)
Does not or cannot revise point of view in light of supporting data.....Revises point of view in light of supporting data	72.7% (8)	27.3% (3)	0.0% (0)	0.0% (0)	0.0% (0)

**Authenticity**

	5	4	3	2	1

Unresponsive or resistant to feedback/guidance on work from instructors.....Seeks feedback/guidance regarding work from instructors	<b>80.0% (8)</b>	10.0% (1)	10.0% (1)	0.0% (0)	0.0% (0)
Disregards opportunities to revise work.....Revises work in response to feedback	<b>66.7% (6)</b>	0.0% (0)	22.2% (2)	0.0% (0)	11.1% (1)
Ignores constructive criticism; unwilling to change practice/attitude .....Accepts constructive criticism & changes behavior accordingly	<b>90.0% (9)</b>	0.0% (0)	10.0% (1)	0.0% (0)	0.0% (0)
Reacts negatively to changes in schedules, timelines, plans, e.g. shows anxiety, negative attitude, or oversensitivity when change occurs.....Adapts positively to changes in schedules, timelines, plans	<b>80.0% (8)</b>	0.0% (0)	10.0% (1)	10.0% (1)	0.0% (0)
Dismisses alternative positions/viewpoints even when data exist that support them.....Considers alternative positions/ viewpoints beside one's own	<b>77.8% (7)</b>	22.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)
Does not or cannot revise point of view in light of supporting data.....Revises point of view in light of supporting data	<b>70.0% (7)</b>	20.0% (2)	0.0% (0)	0.0% (0)	10.0% (1)

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**6. Each dispositional item below consists of a pair of contrasting behaviors. Please rate each of the items on a scale being high on the extent to which: 1) the dispositional statement represents a college classroom behavior that is critical important for a candidate who possesses a COMMITMENT TO EQUITY 2) the dispositional statement is an authentic reflection of a candidate's COMMITMENT TO EQUITY in the college classroom.**

**Criticality**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Uses language that includes expressions of sexism, heterosexism, classism, or 'ableism'.....Uses inclusive language	<b>81.8% (9)</b>	18.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)
Ignores/accepts expressions of sexism, heterosexism, classism, or 'ableism' in language of others.....Challenges expressions of sexism, heterosexism, classism, or 'ableism' in language of others	<b>45.5% (5)</b>	18.2% (2)	36.4% (4)	0.0% (0)	0.0% (0)
Dismisses contributions of peers.....Responds to/builds on comments of all peers	<b>72.7% (8)</b>	9.1% (1)	9.1% (1)	0.0% (0)	9.1% (1)
Unwilling/unable to let go of prejudicial attitudes in the face of contradictory information.....Acknowledges other perspectives	<b>81.8% (9)</b>	18.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)
Does not display openness to learning about diverse cultures, ideas, activities and people/students.....Embraces learning about diverse cultures, ideas, activities and people/students	<b>72.7% (8)</b>	18.2% (2)	9.1% (1)	0.0% (0)	0.0% (0)
Makes comments indicating that difference is not valued, e.g., expresses negative beliefs/expectations about non-English speakers, low income or inclusion students, urban settings.....Discusses issues related to diversity based on strengths of individual/class/school	<b>81.8% (9)</b>	9.1% (1)	0.0% (0)	0.0% (0)	9.1% (1)

## Authenticity

	5	4	3	2	1
Uses language that includes expressions of sexism, heterosexism, classism, or 'ableism'.....Uses inclusive language	90.0% (9)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Ignores/accepts expressions of sexism, heterosexism, classism, or 'ableism' in language of others.....Challenges expressions of sexism, heterosexism, classism, or 'ableism' in language of others	50.0% (5)	10.0% (1)	40.0% (4)	0.0% (0)	0.0% (0)
Dismisses contributions of peers.....Responds to/builds on comments of all peers	80.0% (8)	10.0% (1)	0.0% (0)	0.0% (0)	10.0% (1)
Unwilling/unable to let go of prejudicial attitudes in the face of contradictory information.....Acknowledges other perspectives	80.0% (8)	20.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)
Does not display openness to learning about diverse cultures, ideas, activities and people/students.....Embraces learning about diverse cultures, ideas, activities and people/students	80.0% (8)	10.0% (1)	10.0% (1)	0.0% (0)	0.0% (0)
Makes comments indicating that difference is not valued, e.g., expresses negative beliefs/expectations about non-English speakers, low income or inclusion students, urban settings.....Discusses issues related to diversity based on strengths of individual/class/school	90.0% (9)	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)

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7. Each dispositional item below consists of a pair of contrasting behaviors. Please rate each of the items on a scale high on the extent to which: 1) the dispositional statement represents a college classroom behavior that is critically candidate who possesses a CARING NATURE 2) the dispositional statement is an authentic reflection of a candidate's the college classroom.

**Criticality**

	5	4	3	2	
Shows intolerance of others' points of view; only acceptable viewpoint is one's own .....Respects others' points of view	90.9% (10)	0.0% (0)	0.0% (0)	0.0% (0)	9.1
Is unwilling/unable to be collegial to all peers; belittling overt or covert behavior.....Demonstrates collegiality to all peers	90.9% (10)	0.0% (0)	0.0% (0)	0.0% (0)	9.1
Dominates class discussions and when classmates offer opinion or contribution, responds dismissively/derisively/angrily.....Listens to classmates' opinions and discussion contributions respectfully	81.8% (9)	0.0% (0)	0.0% (0)	0.0% (0)	18.2
Shows indifference, anger or contempt to concerns and issues of others.....Is responsive to concerns and issues of others	80.0% (8)	0.0% (0)	20.0% (2)	0.0% (0)	0.0
Does not treat classmates with respect; unwilling or unable to engage them in a collegial manner.....Treats classmates with respect; engages them in a collegial manner	90.0% (9)	0.0% (0)	0.0% (0)	0.0% (0)	10.0

**Authenticity**

	5	4	3	2	
Shows intolerance of others' points of view; only acceptable viewpoint is one's own .....Respects others' points of view	70.0% (7)	10.0% (1)	10.0% (1)	0.0% (0)	10.0

Is unwilling/unable to be collegial to all peers; belittling overt or covert behavior.....Demonstrates collegiality to all peers	<b>80.0% (8)</b>	10.0% (1)	0.0% (0)	0.0% (0)	10.0
Dominates class discussions and when classmates offer opinion or contribution, responds dismissively/derisively/angrily.....Listens to classmates' opinions and discussion contributions respectfully	<b>80.0% (8)</b>	10.0% (1)	0.0% (0)	0.0% (0)	10.0
Shows indifference, anger or contempt to concerns and issues of others.....Is responsive to concerns and issues of others	<b>88.9% (8)</b>	0.0% (0)	11.1% (1)	0.0% (0)	0.0
Does not treat classmates with respect; unwilling or unable to engage them in a collegial manner.....Treats classmates with respect; engages them in a collegial manner	<b>88.9% (8)</b>	11.1% (1)	0.0% (0)	0.0% (0)	0.0

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<b>answered</b>
<b>skipped</b>

**8. Each dispositional item below consists of a pair of contrasting behaviors. Please rate each of the items on a scale being high on the extent to which: 1) the dispositional statement represents a college classroom behavior that is critical for a candidate who possesses a WORK ETHIC 2) the dispositional statement is an authentic reflection of a candidate in the college classroom.**

**Criticality**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Has poor attendance .....Attends all class meetings and sessions	<b>90.9% (10)</b>	9.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Is not punctual; arrives late to class .....Is punctual; attends class on time	<b>54.5% (6)</b>	45.5% (5)	0.0% (0)	0.0% (0)	0.0% (0)
Assignments are late, missing, incomplete.....Assignments are complete and show best effort	<b>100.0% (11)</b>	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Does not meet his/her commitment to small group projects.....Upholds his/her commitment to small group projects	<b>100.0% (10)</b>	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Is disorganized.....Is well organized	22.2% (2)	<b>55.6% (5)</b>	11.1% (1)	0.0% (0)	11.1% (1)
Does not demonstrate awareness of course requirements and deadlines.....Demonstrates awareness of course requirements and deadlines	<b>90.9% (10)</b>	9.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Waits for others to get things going; requires prodding to be involved.....Takes initiative to get things going	<b>66.7% (6)</b>	33.3% (3)	0.0% (0)	0.0% (0)	0.0% (0)
Cannot be relied upon to meet commitments to classmates.....Can be consistently relied upon to meet commitments to classmates	<b>100.0% (11)</b>	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)

**Authenticity**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Has poor attendance .....Attends all class meetings and sessions	<b>70.0% (7)</b>	20.0% (2)	10.0% (1)	0.0% (0)	0.0% (0)
Is not punctual; arrives late to class .....Is punctual; attends class on time	<b>50.0% (5)</b>	<b>50.0% (5)</b>	0.0% (0)	0.0% (0)	0.0% (0)
Assignments are late, missing, incomplete.....Assignments are complete and show best effort	<b>90.0% (9)</b>	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Does not meet his/her commitment to small group projects.....Upholds his/her commitment to small group projects	<b>90.9% (10)</b>	0.0% (0)	0.0% (0)	9.1% (1)	0.0% (0)
Is disorganized.....Is well organized	<b>40.0% (4)</b>	10.0% (1)	30.0% (3)	10.0% (1)	10.0% (1)
Does not demonstrate awareness of course requirements and deadlines.....Demonstrates awareness of course requirements and deadlines	<b>90.0% (9)</b>	10.0% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Waits for others to get things going; requires prodding to be involved.....Takes initiative to get things going	<b>80.0% (8)</b>	10.0% (1)	0.0% (0)	10.0% (1)	0.0% (0)
Cannot be relied upon to meet commitments to classmates.....Can be consistently relied upon to meet commitments to classmates	<b>100.0% (10)</b>	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)




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9. How adequate is this rating scale? That is, do you feel that it provides you with an appropriate way to respond to the dispositions items?

		Response Percent	Response Count
Very much		50.0%	7
Pretty much		35.7%	5
Just a little		14.3%	2
Not at all		0.0%	0
<b>answered question</b>			<b>14</b>
<b>skipped question</b>			<b>6</b>

10. Which version of the rating scale do you prefer? Rank the sample rating scales from first choice to fourth choice.

	1st choice	2nd choice	3rd choice	4th choice	Response Count
Rating scale a	<b>50.0% (5)</b>	30.0% (3)	20.0% (2)	0.0% (0)	10
Rating scale b	20.0% (2)	<b>40.0% (4)</b>	30.0% (3)	10.0% (1)	10
Rating scale c	<b>36.4% (4)</b>	27.3% (3)	18.2% (2)	18.2% (2)	11
Rating scale d	27.3% (3)	0.0% (0)	18.2% (2)	<b>54.5% (6)</b>	11
<b>answered question</b>					<b>14</b>
<b>skipped question</b>					<b>6</b>

11. If you have any comments on the rating scale, please write them here.

	Response Count
	8
<b>answered question</b>	<b>8</b>
<b>skipped question</b>	<b>12</b>

**12. Feel free to add any other thoughts regarding the assessment of professional dispositions in FSEHD classrooms.**

**Response  
Count**

6

**answered question**

**6**

**skipped question**

**14**