

Assessment 7: FSEHD Faculty Disposition Rubric, Preparing To Teach Portfolio

1. Brief Description of Assessment

Teacher candidates are evaluated on professional dispositions using a rubric that measures their competence on twelve characteristics related to dispositions. Faculty members are asked to assess the extent to which the candidate possesses or has demonstrated the identified attribute/behavior since her or her admission into the teacher preparation program. Possible ratings include: 1=Rarely; 2=Sometimes; 3=Frequently; 4=Almost Always.

2. Brief Description of How Assessment is Used

This unit-wide assessment is submitted with the Preparing To Teach Portfolio as one piece of evidence of teacher candidates' readiness to student teach. Teacher candidates must earn an overall 3 or 4 rating on the rubric to be allowed to student teach.

3) Brief Analysis of Findings

Teacher candidates at this stage in their programs demonstrate dispositions requisite for the student teaching phase, with all characteristics having a mean over 3. The number of total candidates is small, but the most recent semester, Spring 2010, contains a cadre of candidates with almost perfect ratings in all aspects of dispositions that were evaluated.

4) Evidence of Meeting Standards

Six categories of disposition are assessed, including self-reflection, lifelong learning, advocacy for children and youth, respect for diversity, collaboration, and professional work characteristics. These categories align with ACEI Standards 5.1 and 5.2 as the candidates are evaluated on how well they monitor their practice and its effect on students, that they seek opportunities for professional growth, and that they demonstrate positive collaborative relationships with colleagues.

5) Assessment Documentation



IN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT FACULTY (PRACTICUM METHODS) DISPOSITION EVALUATION

Name: _____ ID #: _____ Telephone #: _____

Teacher Preparation Program: _____ Major/Concentration: _____

Professional Education GPA: _____

Assess the extent that the candidate possesses or has demonstrated the identified attribute/behavior since her/his admission into the teacher preparation program. Rate her/him: 1 (rarely) to 4 (almost always) for each item.

		Rarely	Sometimes	Frequently	Almost Always	
1.	Seeks feedback from multiple perspectives and makes appropriate adjustments. (<i>Self-Reflection</i>)		1	2	3	4
2.	Self-monitor progress (<i>Self-Reflection</i>)		1	2	3	4
3.	Upgrades knowledge and skills regularly (<i>Lifelong Learning</i>)		1	2	3	4
4.	Takes initiative and is self-motivated (<i>Lifelong Learning</i>)		1	2	3	4
5.	Manifests respect toward students (<i>Advocacy for Children and Youth</i>)		1	2	3	4
6.	Advocates for the well-being of students in schools (<i>Advocacy for Children and Youth</i>)		1	2	3	4
7.	Manifests sensitivity to the needs and values of diverse learners (<i>Respect for Diversity</i>)		1	2	3	4
8.	Establishes rapport and communicates well with diverse audiences (<i>Respect for Diversity</i>)		1	2	3	4
9.	Demonstrates strong communication skills (<i>Collaboration</i>)		1	2	3	4
10.	Uses feedback constructively (<i>Collaboration</i>)		1	2	3	4
11.	Demonstrates good organization skills (<i>Professional Work Characteristics</i>)		1	2	3	4
12.	Completes work in timely manner (<i>Professional Work Characteristics</i>)		1	2	3	4

Signature of Evaluator: _____ Date: _____