



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

Name: [REDACTED] ID#: _____ Telephone: [REDACTED]

Teacher Preparation Program circle one: ELED ECED MAT Major/Concentration: Sec Ed/Spanish

Professional Education GPA: 3.4

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

Signature of Evaluator:

Date: 12/28/2010



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Weakness	Developing	Competence	Strength
Seeks feedback from multiple perspectives and makes appropriate adjustments. (<i>Self-Reflection</i>)			
Minimally seeks feedback about classroom practice and does not accept suggestions well. Shows no effort toward own professional growth.	Occasionally seeks feedback, and makes general suggestions to his/her own classroom practices. Occasionally reflect on professional growth.	Generally seeks feedback, and is open to suggestions for classroom practices. Generally reflects on professional growth and adjusts practice accordingly.	Actively seeks constructive feedback, and critically analyzes strengths and weaknesses of classroom practice. Seeks growth through professional network and readings.
Self-monitor progress (<i>Self-Reflection</i>)			
Demonstrates little ability through written and oral communication to self-analyze strengths and weaknesses as a means to further growth.	Oral and written communication reveals some ability to self-analyze strengths and weaknesses to determine areas in which growth is needed.	Oral and written communication reveals the ability to self-analyze strengths and weaknesses to determine areas in which growth is needed.	Oral and written communication reveals the ability to critically analyze strengths and weaknesses and in turn determine areas of needed growth.
Upgrades knowledge and skills regularly (<i>Lifelong Learning</i>)			
Displays minimal understanding of how to upgrade knowledge and skills.	Learning experiences reflect some awareness of current issues & connections to other disciplines.	Learning experiences reflect an awareness of current issues and connections to other disciplines.	Learning experiences reflect the utilization of the latest exemplary practices.
Takes initiative and is self-motivated (<i>Lifelong Learning</i>)			
Lacks initiative and motivation.	Exhibits some assertive behaviors; has found some resources but has yet to use them.	Demonstrates assertive behavior; explores alternative methods and ideas for teaching and learning.	Demonstrates a high level of assertive behaviors; explores, implements alternative methods and ideas.
Manifests respect toward students (<i>Advocacy for Children and Youth</i>)			
Is unaware of students' ideas and questions or communication styles.	May notice but does not respond to students' ideas, questions or individual communication styles.	Listens to students, is open to their ideas, and accepts individual student communication styles.	Responds to students, is open to ideas and accepts individual student communication styles.
Advocates for the well-being of students in schools (<i>Advocacy for Children and Youth</i>)			
Is unaware of individual needs of students.	May notice but does not respond to the individual needs of students.	Is aware of the individual needs of students.	Responds to and reflects upon the individual needs of students.
Manifests sensitivity to the needs and values of diverse learners (<i>Respect for Diversity</i>)			
Has minimal awareness of cultural influences or approaches to learning and rarely tries to apply these in planning and implementing lessons.	Has some awareness of cultural influences on approaches to learning and tries to apply these in planning and implementing lessons.	Is aware of cultural influences on approaches to learning and applies these in planning and lesson implementation.	Celebrates cultural influences on approaches to learning and provides opportunities for students to challenge themselves.
Establishes rapport and communicates well with diverse audiences (<i>Respect for Diversity</i>)			
Language is usually inappropriate because of incorrect use of conventions. E.g., spelling, grammar.	Language is appropriate some of the time but inconsistent in allowing diverse learners to adequately express ideas.	Language is clear and uses a variety of questions to help diverse learners articulate ideas.	Language is expressive, questions promote risk taking and instills confidence in diverse learners.
Demonstrates strong communication skills (<i>Collaboration</i>)			
Written and oral language shows flaws. Is unable or unwilling to articulate ideas to others.	Written and oral language shows flaws. Is not always able to articulate ideas to others.	Written and oral language is clear. Helps peers and students articulate ideas.	Written and oral language is clear. Prompts peers and students to better articulate ideas.
Uses feedback constructively (<i>Collaboration</i>)			
Does not listen to feedback, may be defensive of constructive criticism.	Listens to feedback but does not necessarily respond or reflect on and implement ideas.	Listens and responds to and reflects on feedback; attempts implementation.	Responds to and reflects on feedback; makes notable changes with regard to implementation.
Demonstrates good organization skills (<i>Professional Work Characteristics</i>)			
Does not have materials for lesson.	Preparing materials just before the lesson and they may or may not be available for the lesson.	Materials are prepared, organized and available for the lesson.	Materials are prepared, organized and available for the lesson/is also prepared for the unexpected.
Completes work in timely manner (<i>Professional Work Characteristics</i>)			
Work is rarely submitted on its due date.	Work is usually submitted on its due date.	Work is always submitted in its entirety on its due date.	Work is always submitted in its entirety on its due date.