

Campbellsville University School of Education
Empowerment for Learning
Disposition Evaluation

To be Completed by the Candidate

CAP: 1 2 3 4 5 6 7

Name:

ID#

This recommendation is based on the attitudes and dispositions exhibited by candidates in clinical work and coursework at multiple times throughout the program. It is not linked to course performance, though it is likely that a candidate's coursework/clinical field work performance would be linked to dispositions.

***Attach any source of evidence pertaining to strengths and/or growth areas**

To be completed by the Evaluator

Evaluator's Name

Check Role: Candidate Colleague Content Area Professor Cooperating Teacher
 CU Faculty Other Agency Supervisor University Supervisor

Direction: Below you will find the rubric scoring guide for the Disposition areas. Please circle a number from 1-4 or Not Observed, for each disposition on the back of the form. Additional comments are very helpful to the University and Teacher Candidate.

Explanation of scoring: I-Ineffective; D-Developing; A-Accomplished; E-Exemplary; N/O- Not Observed

***Descriptor/Dispositions taken from the following:**

Charlotte Danielson's Framework for Teaching, 2011/2013: <http://education.ky.gov/teachers/HiEffTeach/Pages/PGES--Overview-Series.aspx>

Kentucky Teacher Standards <http://www.kyepsb.net/>

National Council of Accreditation of Teacher Education: <http://ncate.org/>

St. Cloud State University College of Education Higher Education Administration Program's *Student Disposition Evaluation*

<u>Ineffective</u>	<u>Developing*</u> *Average Performance Level for Candidates	<u>Accomplished</u>	<u>Exemplary</u>
<ul style="list-style-type: none"> -Displays dishonesty in interactions with colleagues, students and the public -Explanation of the content contains major errors -Learning tasks and activities, materials, resources, instructional outcomes are not clear -Little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding support learning -Expresses belief that only some students can learn -Sets goals for students that are inappropriate 	<ul style="list-style-type: none"> - Honest in interactions with colleagues, students and the public -Explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow -Instructional groups are random or only partially support objectives; -Learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant -Notices the needs of students but is inconsistent in addressing them -Expresses a belief that most students can learn, but not all 	<ul style="list-style-type: none"> -Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public -Explanation of content is well scaffold, clear and accurate, and connects with students' knowledge and experiences - Provides a variety of appropriately challenging materials and resources; -Learning tasks and activities are aligned with instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content -Expresses belief that all students can learn but may have difficulty communicating them 	<ul style="list-style-type: none"> -Takes a leadership role with teachers/peers and can be counted on to hold the highest standards of honesty, integrity and confidentiality -Explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interest -Provides a variety of appropriately challenging resources that are differentiated for students in the class - Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes -Goals are realistically high and communicated to each individual --Expresses belief that all students can learn

Campbellsville University School of Education

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Disposition Evaluation

1. Professional Conduct (TPGES 2C, 4D, 4F; KTS 3C, 3D, 4B)

Overall Rating: I D A E N/O

- 1.1 Respect for cultural and individual differences by providing equitable learning opportunities for all students
- 1.2 Respects rights of students and families (no sarcasm, demeaning comments, etc.)
- 1.3 Respect for cultural and individual differences by providing equitable learning opportunities for all students
- 1.4 Attentive to confidentiality; maintains secure student records, correspondence, and conversations
- 1.5 Demonstrates ethical conduct as defined by the profession and the Kentucky Education Professional Standards Board. Has not unethical misbehavior, online misbehavior, or unprofessional dress or speech.
- 1.6 Displays appropriate professional behavior and a positive attitude; acts in a mature manner; accepts constructive criticism

2. Professional Communication (TPGES 1B, 4C; KTS 3A, 5E, 6E)

Overall Rating: I D A E N/O

- 2.1 Language is appropriate to student's age and level of development
- 2.2 Is articulate in oral and written communication with (emails, conversations with peers/professors/field school sites)
- 2.3 Free of grammar and punctuation mistakes
- 2.4 Perceptive listener; consistently uses active listening to acknowledge message of the speaker
- 2.5 Establishes relationships with families, engaging them frequently in the instructional program in a culturally appropriate manner

3. Professional Responsibilities (TPGES 2A, 4B, 4E, 4F; KTS 3B, 9B, 10A)

Overall Rating: I D A E N/O

- 3.1 Uses sound judgment/reasoning, seeks and applies wisdom, uses critical thinking, effective problem solver, effective decision maker
- 3.2 Maintains and uses a professional teacher-student and teacher-parent relationship
- 3.3 Demonstrates a willingness to work with other professionals to improve the overall learning environment for students
- 3.4 Demonstrates a commitment to life-long learning by participating in professional organizations and by keeping current with research in their field; seeks out opportunities for professional development and research
- 3.5 Takes a leadership role with colleague

4. High Expectations (TPGES 1C, 2B, 3A; KTS 2E, 3A, 8C)

Overall Rating: I D A E N/O

- 4.1 Establishes and sets goals (on paper) for student success
- 4.2 Establishes a culture where all students know they are seen as high achievers
- 4.3 Establishes a classroom where interactions support learning and hard work
- 4.4 Promotes cross cultural learning; treats all students equitably, promotes social justice and promotes understanding of learning strengths and needs.

5. Engages in Effective Practice/Reflection (TPGES 4A, 4E; KTS 1C, 4B, 5D, 7A, 7B)

Overall Rating: I D A E N/O

- 5.1 A desire to analyze concepts, evaluate practices, experiment, and initiate innovative practices as needed; beyond fact-telling
- 5.2 A commitment to self-reflection to recognize in all students physical, cognitive, social, and emotional development
- 5.3 A commitment to recognize self-reflection combined to experiences leads to professional growth
- 5.4 A commitment to challenge all students to learn and to help every student succeed
- 5.5 A belief that curriculum planning and teaching practices be meaningful, engaging, and adapted to the needs of diverse learners

Please provide a brief overview of any specific areas of strength or concern the candidate displayed in their coursework, field experiences or clinical field experiences. If a candidate scored an (I) or (E), please provide an explanation. *See front for criteria for disposition areas and scoring.

Evaluator's Signature:

Date:

Please provide an email address for confirmation: