

METHODS BLOCK ASSESSMENT OF CANDIDATE DISPOSITIONS

Name of Applicant:	
J#	
Date:	
Name of Faculty Completing Recommendation & Course Taught:	

JSU Mid-Level Dispositions Assessment EDCI 401

Dispositions assessment is completed by JSU faculty teaching aforementioned Methods Block courses.

	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3 *in addition to proficient
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PROFESSIONAL RESPONSE

1. Regular & Timely Classroom attendance MCoE1	TC has multiple unexcused absences, &/or TC is habitually tardy, &/or 3 or more unexcused absences	TC does not have good attendance or is habitually late. 1 -2 days have been missed, but instructors, mentors and/or the principal were not notified in advance.	TC has good attendance, but may occasionally be late. 1-2 days have been missed or TC has been tardy, but instructors, mentors and/or the principal was notified in advance.	TC as has perfect attendance. TC is always on time to class
2.Regular & Timely Submission of Assignments MCoE1	TC inconsistently submits assignments by deadlines or Fails to complete course requirements by deadline.	TC submits most assignments & completes all course requirements by deadline. TC discusses development(s) impacting ability to meet deadline with instructors, mentors and/or the principal	TC submits all assignments & completes all course requirements by deadline	TC submits all assignments & completes all course requirements by deadline TC completes additional or extracurricular activities by deadlines
3.Exhibits Confidence & Poise in Professional Settings MCoE1 INTASC 3	TC responds inappropriately in classroom &/or professional settings; TC lacks confidence to make decisions in classroom &/or professional settings; TC habitually lacks composure in classroom &/or professional settings;	TC responds appropriately in classroom &/or professional settings; TC needs some guidance or seeks validation decision making in classroom &/or professional settings; TC appears composed most of the time in classroom &/or professional settings;	TC responds appropriately in classroom &/or professional settings; TC is decisive in decision making in classroom &/or professional settings; TC appears composed in classroom &/or professional settings;	TC responds appropriately in classroom &/or professional settings; TC is decisive in decision making & makes well-informed decisions TC appears composed at all times in classroom &/or professional settings;

<p>4.Exhibits Professional Appearance INTASC 3 MCoE1</p>	<p>TC does not dress professionally (male minimum -collared shirt, slacks; female minimum – dress, pants, skirt [knee level or below] and blouse, sweater, or cardigan) for some or all field-based, school, & appropriate extracurricular activities</p>	<p>TC dresses professionally (male minimum -collared shirt, slacks; female minimum – dress, pants, skirt [knee level or below] and blouse, sweater, or cardigan for all field-based, school, & appropriate extracurricular activities</p>	<p>TC dresses professionally (male minimum -collared shirt, slacks; female minimum – dress, pants, skirt [knee level or below] and blouse, sweater, or cardigan for all field-based, school, & appropriate extracurricular activities</p> <p>Dresses professionally in class when assigned to for presentations/mini-lessons</p>	<p>TC dresses professionally (male minimum -collared shirt, slacks; female minimum – dress, pants, skirt [knee level or below] and blouse, sweater, or cardigan for all field-based, school, & appropriate extracurricular activities</p> <p>Regularly dresses professionally for class</p>
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KNOWLEDGEABLE RESPONSE

<p>5.Exhibits High Academic Performance</p>	<p>TC is not regularly engaged in classroom discussion & activities or only participates when called upon or TC maintains Cumulative or Core GPAs below required 2.75</p>	<p>TC is engaged in classroom discussion & activities. TC maintains acceptable academic performance in coursework TC maintains Cumulative or Core GPAs at or above 2.75</p>	<p>TC is actively engaged in classroom discussion & activities. TC maintains above average academic performance in coursework TC maintains Cumulative & Core GPAs above 2.75</p>	<p>TC is actively engaged in classroom discussion & activities. TC maintains high academic performance in coursework TC maintains Cumulative & Core GPAs above 3.0</p>
<p>6.Exhibits Basic Skills & Content Knowledge MCoE 4 INTASC 4</p>	<p>TC lacks understanding of basic mathematical, reading, & writing concepts Or TC has limited knowledge & shows growth in content specific related assignments (related to major) or TC struggles in expressing ideas in writing & oral communication</p>	<p>TC shows understanding of basic mathematical, reading, & writing concepts TC has basic knowledge & shows growth in content specific related assignments (related to major) TC is competent in expressing ideas in writing & oral communication</p>	<p>TC shows understanding of basic mathematical, reading, & writing concepts TC excels in content specific related assignments (related to major) TC is competent in expressing ideas in writing & oral communication</p>	<p>TC shows understanding of basic mathematical, reading, & writing concepts TC excels in content specific related assignments (related to major) TC excels in expressing ideas in writing & oral communication</p>

COMMITTED RESPONSE

<p>7.Exhibits Concern for Issues of Fairness & Equity TGR 7 INTASC 1 INTASC 3 MCoE2 CRT 4 & 6</p>	<p>Expresses views that are inconsistent with a belief that all students can learn & responds to students, classmates, etc. in discriminatory manner</p>	<p>Expresses views consistent with a belief that all students can learn & respond to students, classmates, etc. in non-discriminatory manner</p>	<p>Expresses views consistent with a belief that all students can learn; consider individual student differences in responses & actions; respond to students, classmates, etc. in non-discriminatory manner</p>	<p>TC Expresses views consistent with a belief that all students can learn; consider individual student differences in responses & actions; respond to students, classmates, etc. in non-discriminatory manner</p> <p>Actively participates in events addressing issues of fairness & equity &/or seeks opportunities to advocate on behalf of diverse student populations</p>
<p>8.Exhibits Honesty & Integrity INTASC 3 MCoE2</p>	<p>he teacher candidate does not exemplify honesty and integrity with all stakeholders during his/her time in the program and/or knowingly engages in deceptive practices regarding official policies and procedures.</p>	<p>The teacher candidate demonstrates an effort toward honesty and integrity with all stakeholders during his/her time in the program.</p>	<p>The teacher candidate exemplifies honesty and integrity with all stakeholders during his/her time in the program.</p>	<p>TC exemplifies honesty and integrity with all stakeholders and encourages students to also act with honesty and integrity</p>

9.Exhibits Openness & Reflective Process INTASC 9	<p>Does not recognize areas of weakness.</p> <p>Does not respond to feedback indicating the need for continued professional growth.</p> <p>Is very defensive about criticism and resistant to changes in classroom practice.</p>	<p>Sometimes recognizes areas of weakness.</p> <p>Responds to some feedback indicating the need for continued professional growth.</p> <p>Is sometimes defensive but does listen to feedback and suggestions.</p>	<p>Often recognizes areas of weakness.</p> <p>Responds to feedback by actively working to improve his/her professional knowledge in the identified area.</p> <p>Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticisms.</p>	<p>TC Actively seeks feedback on identified areas of weakness.</p> <p>Responds to feedback by seeking professional development opportunities in the identified area.</p> <p>Actively seeks out feedback and suggestions and uses them to improve performance.</p>
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SKILLFUL RESPONSE

10.Communicates with Stakeholders Effectively INTASC 5 MCoE5 CRT 7 & 8	<p>TC regularly makes errors in written &/or oral communication; frequently uses slang (not to emphasize or make relevant), and/or often lacks confidence when communicating.</p>	<p>TC regularly makes errors in written &/or oral communication Exhibits some confidence through body language while communicating</p>	<p>TC communicates effectively orally & in writing (proper grammar, syntax). Rarely makes errors.</p>	<p>TC communicates effectively orally & I writing (proper grammar, syntax). Rarely makes errors.</p> <p>Exhibits confidence through body language while communicating</p> <p>Considers environment & context when communicating (able to fluently shift in & out of professional & everyday language where appropriate).</p>
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FIELD/CLINICAL SKILLS

11.Maintains a Professional Relationship with Students MCoE4 INTASC 3 CRT 5	<p>The teacher candidate exercises poor judgment when dealing with student(s). Inappropriate actions and/or body language, speech, and/or electronic communications result in a student being unsafe, endangered, threatened, or harassed.</p>	<p>The teacher candidate exhibits inappropriate speech, electronic communication, and/or actions that result/may result in a student feeling unsafe, endangered, threatened, or harassed.</p>	<p>The teacher candidate maintains a professional relationship with all students both inside and outside professional settings.</p>	<p>TC models professionalism in all interactions with students and encourages students at every opportunity to treat each other with respect.</p>
12. Demonstrates Responsiveness to Student Needs INTASC 2 MCoE4 CRT 3	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>TC seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or</p>
13.Accepts constructive criticism in a positive manner. MCoE 1 INTASC 9	<p>The teacher candidate is non-receptive and/or rejects constructive criticism.</p>	<p>The teacher candidate listens to constructive criticism, but disagrees with various comments, feedback, suggestions, and recommendations</p>	<p>The teacher candidate accepts constructive criticism in a positive manner.</p>	<p>TC accepts constructive criticism in a positive manner and also self-reflects and participates in professional development activities to promote personal professional growth.</p>
14.Collaborates with Professionals and	<p>Doesn't work well with others or does not</p>	<p>Collaborates with classmates and open to</p>	<p>Works well with classmates & mentors & faculty.</p>	<p>TC works well with classmates & mentors & faculty.</p>

Colleagues to Meet Student Needs TGR 8 INTASC MCoE5 CRT 7	engage in collaborative activity.	mentor and faculty input	Seeks input from professionals, mentors, faculty to improve teaching and learning.	Seeks input from professionals, mentors, faculty to improve teaching and learning. Seeks opportunity to collaborate with classmates & professionals to meet student needs.
15. Please describe TC's overall readiness for full time clinical experience:				