

Professional Skills and Dispositions Assessment

Education Department

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person Completing Assessment**:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Education Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **COMMUNICA-**  **TION and**  **ORGANIZA-**  **TIONAL SKILLS** | **Area of Concern** | **Meets Expectations** | **Exceeds Expectations** | **Evidence/Examples to Support Assessment** |
| Written | Ideas not clearly presented. Errors in grammar, usage, and/or mechanics distract and make meaning hard to comprehend. Writing style not suited to the purpose. | Ideas are clearly presented. Writing style is suited to purpose. Writing contains minor errors in grammar, usage, and/or mechanics, but errors do not distract from meaning. | Ideas are clearly presented in a professional style. Writing is well suited to purpose. Skillful use of grammar and vocabulary. Writing is well organized and free of errors. |  |
| Oral | Makes frequent language/grammatical errors. Language may be unprofessional. Volume may be unnecessarily loud or quiet. Tone may be inappropriate for the context. | Oral expression is articulate and professional. Voice and resonance are clear. Intonation and volume are appropriate. | Oral expression is articulate, cogent, and professional. Sophisticated use of vocabulary and/or communication of ideas and insights. |  |
| Non-verbal | Non-verbal communication may be unprofessional (i.e. be unwelcoming, exude lack of confidence, or negatively impact student self-efficacy). | Body language is welcoming, exudes confidence, and encourages positive student-teacher interaction. | Body language is professional. Student is consistently seen as approachable and exudes a positive attitude and warm charisma. |  |
| Collegiality/  Collaboration | May experience difficulties when working with others. May be insensitive to others’ feelings and opinions as evidenced by abrupt and/or critical statements. May not self-censor, talk too much, or be hesitant to contribute to conversations. | Perceives what to do or say in order to maintain good relations with others and responds accordingly. Regularly contributes to discussions. Is dependable and a good collaborator. | Sensitive to others’ feelings and opinions, diplomatic. Consistently contributes to discussions in a way that advances the topic. Is collaborative. May display leadership qualities. |  |
| Response to Feedback | May be defensive and unreceptive to feedback. May not make appropriate changes based on feedback or take advantage of available resources. | Receptive to feedback. Evidence of changes/improvements to practice based on feedback. May take advantage of available resources when needed. | Solicits feedback and suggestions. Consistently makes appropriate adjustments to practice. Takes advantage of available resources as needed. |  |
| Organization | May appear disorganized. Has trouble managing time, including being on time. May have multiple absences. | Manages time and commitments well; attendance is good; arrives on time. | Attendance is excellent and is not only on time, but is always well prepared. |  |
| DISPOSITIONS | **Area of Concern** | **Meets Expectations** | **Exceeds Expectations** |  |
| Self-Initiative | Fails to complete assigned tasks or duties. May be passive, or rely on others. | Attends to assigned tasks and duties without prompting. Shows follow through. | Anticipates duties and tasks that need attention. Shows initiative and follow through. |  |
| Flexible Thinking | Rarely sees problems as solvable learning opportunities. May not be flexible or open-minded. | Usually sees problems as solvable learning opportunities. An open-minded and flexible thinker. | Sees problems as solvable learning opportunities. An open-minded and flexible thinker. |  |
| Reflection | Demonstrates little ability or desire to reflect upon observations/experiences and/or readings. | Engages in critical analysis (e.g., *questions* ownexperiences, actions, ideas, beliefs, and assumptions); hypothesizes about causes and effects; suggests possible changes/improvements. | Analyzes observations /experiences and/or readings in-depth. Links theory and practice, offers astute observations, makes personal/emotional connections and poses additional questions. Identifies opportunities to change/improve practice. |  |
| Attitude Towards Students and Student Learning | May be hesitant to work with students; interactions with students may be uncomfortable or inappropriate. Expresses belief that some students cannot learn. | Relates easily and positively with students. Expresses belief that all students can learn and accepts responsibility for all student learning. | Relates easily and positively with students; interactions are sensitive, appropriate, and supportive. Advocates for all students and fully accepts responsibility for all student learning. |  |
| Diversity | Little evidence that the candidate is aware of or comfortable addressing issues of gender, ethnicity, language, class and/or exceptionally. | Understands and is sensitive to issues of gender, ethnicity, language, class and exceptionality. Is inclusive. | Advocates for social justice. Appropriately addresses issues of gender, ethnicity, language, class, and exceptionality. |  |

Instructor/Mentor Recommendation: (Please check one)

\_\_\_\_ I recommend a review of the student’s career options and consideration of a profession other than teaching.

\_\_\_\_ I recommend conditional continuation in the teacher education program. Careful monitoring is recommended.

\_\_\_\_ I recommend continuation in the teacher education program. Student demonstrates qualities of a suitable candidate.

\_\_\_\_ I recommend continuation in the teacher education program. Student demonstrates qualities of a strong candidate.

Comments:

Student Reflection: (Please reflect upon the following questions and attach your comments.)

1. What are three strengths that you have demonstrated that have supported your development into a better teacher?
2. What are three areas that you need to improve upon to become a better teacher?
3. How could you use your available resources (human and other) to improve in these three areas?