**Attachment 6A: Professional Dispositions Assessment (updated Fall 2015)**

**School of Education**

**The College of New Jersey**

**Health & Physical Education – Teaching Program**

**Undergraduate Programs: Sophomore, Junior and Senior Years**

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| **Teacher Candidate** | **School** |
| **Cooperating Teacher** | **Grade Level** |
| **College Supervisor** | **Subject Area** |
| **Semester Fall Spring Summer Year:** | **Date** / / |

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| **Instructions:**  **Please check the box for the statement that best describes the Teacher Candidate’s (TC) disposition to date in each of the following areas. If you feel you cannot fairly rate the TC on any item, please select “not applicable.”**  Please note the evaluation system below includes:   |  |  | | --- | --- | | Student Teaching Experience | Sophomore/Junior Field Experience | | **Target:** Teacher candidate meets outlined criteria or consistently meets expectations.  **Acceptable:** Teacher candidate meets outlined criteria or typically meets expectations.  **Unacceptable:** Teacher candidate meets outlined criteria or inconsistently meets program expectations/does not typically meet ALL criteria of the acceptable indicator.  **“NA” Not Applicable” or not observed** | **Target:** Teacher candidate meets outlined criteria or consistently meets expectations  **Acceptable:** Teacher candidate meets outlined criteria or typically meets expectations.  **Unacceptable:** Teacher candidate meets outlined criteria or inconsistently meets program ‘Acceptable’ expectations  **“NA” Not Applicable” or not observed** | |

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|  |  | **Target (2)** | **Acceptable (1)** | **Unacceptable (0)** | **NA** |
| #1  1 | **Initiative** | Is a self-starter who begins projects or endeavors:   * Takes initiative, volunteers & is proactive (doesn’t procrastinate) * Leads and follows appropriately * Projects confidence | Is a self-starter who begins projects or endeavors:   * Takes initiative, volunteers & is proactive (doesn’t procrastinate) * Leads and follows appropriately * Projects confidence | Is not a self-starter who begins projects or endeavors:   * Fails to take initiatives, volunteers & procrastinates * Does not take a leadership role * Fails to project confidence |  |
| 2  2 | **Interpersonal**  **Relationships** | Consistently displays ability to maintain professional working relationships:   * Interacts respectfully with all school personnel * Is willing to compromise * Works as a team player | Typically displays ability to maintain professional working relationships:   * Interacts respectfully with school personnel * Is willing to compromise * Works as a team player | Does not typically display ability to maintain professional working relationships:   * Interacts disrespectfully with school personnel * Is unwilling to compromise * Fails to works as a team player |  |
| 3 | **Self-awareness** | Maintains high standards:   * Consistently recognizes, manages and expresses own emotions effectively * Sets short and long term goals * Demonstrates awareness of own personal beliefs and values and how they may impact on students, colleagues & other school: personnel. * Shares own personal values/stories without forcing own beliefs on others | Typically maintains high standards:   * Typically recognizes, manages and expresses own emotions effectively * Sets short and long term goals * Demonstrates awareness of own personal beliefs and values.. * Typically shares own personal values/stories without forcing own beliefs on others | Does not maintain high standards:   * Fails to recognize, manage or express own emotions effectively * Fails to set short and long term goals * Unable to demonstrate awareness of own personal beliefs and values and how they may impact on students, colleagues & other school: personnel. * Does not shares own personal values/stories without forcing own beliefs on others |  |
| 4 | **Challenging Situations** | Exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities:   * Demonstrates a problem-solving attitude * Handles unexpected situations while maintaining student learning * Stays calm and remains in charge | Typically exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities:   * Regularly demonstrates a problem-solving attitude * Handles unexpected situations while attempting to maintain student learning * Stays calm and remains in charge | Fails to exhibit a positive attitude towards challenging situations or recognize them as learning opportunities:   * Does not demonstrate a problem-solving attitude * Fails to handle unexpected situations and does not maintaining student learning * Fails to stay calm and remain in charge |  |
| 5 | **Criticism** | Accepts constructive criticism and feedback:   * Responds positively to feedback without making excuses or becoming defensive * Follows through on feedback provided by supervisors and/or cooperating teacher * Subsequent lessons show that the feedback is incorporated in the planning or delivery of lessons | Typically accepts constructive criticism and feedback:   * Responds positively to feedback * Follows through on feedback provided by supervisors and/or cooperating teacher * Subsequent lessons attempt to show that the feedback is incorporated in the planning or delivery of lessons | Does not accept constructive criticism and feedback:   * Responds negatively to feedback, makes excuses or becomes defensive * Fails to follow through on feedback provided by supervisors and/or cooperating teacher * Subsequent lessons do not show that the feedback is incorporated in the planning or delivery of lessons |  |
| 6 | **Professional Conduct**  **(6.3)** | Consistently follows established guidelines:   * Is familiar with TCNJ’s student teaching handbook and the school handbook of procedures and does not need reminders * Follows school policies and procedures * Consistently wears sensible clothing appropriate to the teaching situation | Typically follows established guidelines:   * Is familiar with TCNJ’s student teaching handbook and the school handbook of procedures and may need a reminder * Follows school policies and procedures * Typically wears sensible clothing appropriate to the teaching situation | Fails to follow established guidelines:   * Is NOT familiar with TCNJ’s student teaching handbook and the school handbook of procedures and needs multiple reminders * Does not typically follow school policies and procedures * Clothing choices not appropriate for the teaching situation. |  |
| 7 | **Ethical Behavior**  **(6.3)** | Demonstrates academic and professional honesty and makes ethical decisions:   * Always accepts responsibility for one’s own action * Maintains confidentiality regarding colleagues, students, and families * Acts in accordance with students’ best interests * Provide equitable and appropriate treatment for all students and that foster an environment in which all students are respectful. * Maintains professional relationships with students in and out of school | Typically demonstrates academic and professional honesty and makes ethical decisions:   * Accepts responsibility for one’s own action * Maintains confidentiality regarding colleagues, students, and families * Demonstrates equitable treatment for all students * Maintains professional relationships with students in and out of school | Fails to demonstrate academic and professional honesty and makes ethical decisions:   * Does not accept responsibility for one’s own action * Fails to maintain confidentiality regarding colleagues, students, and families * Demonstrates favoritism for specific students or groups of students * Has inappropriate contact with students in or out of school. * Uses inappropriate language with or around students * Exhibits behaviors that are indicative of gender, racial or sexual orientation bias. |  |
| 8 | **Reliability** | Follows established conventions:   * Is reliable (includes meeting deadlines and punctuality): * Follows through on all commitments * Arrives to school and to all appointments on time & stays for full experience * Prepares all materials in advance and is able to locate them when needed | Typically follows established conventions:   * Is reliable * Follows through on majority of commitments * Arrives to school and stays for full experience * Prepares most materials in advance and is able to locate them when needed | Fails to follows established conventions:   * Is unreliable : * Does not follows through on commitments * Does not arrive to school and to appointments on time or fails to stay for full experience * Does not prepare all materials in advance or is unable to locate them when needed |  |
| 9 | **Student Needs**  **(6.1)** | Demonstrates the belief/behaviors that all students have the right and ability to become physically educated:   * Encourages all students to participate and provides equitable opportunities for participation * Encourages underperforming students by making accommodations based on students’ needs, interests, and development * Advocates for children who may need extra support in or out of school * Sets high expectations for all students | Typically demonstrates the belief/behaviors that all students have the right and ability to become physically educated:   * Encourages all students to participate and provides equitable opportunities for participation * Makes adaptations in lessons for underperforming students | Does not typically demonstrates the belief/behaviors that all students have the right and ability to become physically educated:   * Demonstrates characteristics of “motor elitism” by providing more feedback to higher skilled students * Excludes students during lesson by having them participate less often * Fails to make adaptations for underperforming |  |
| 10 | **Leadership**  **(6.2)** | Demonstrates leadership qualities:   * Perseveres to accomplish goals * Initiates contact with parents, guidance counselors, specialists and other school personnel, or visit other classrooms. * Documents collaboration /interactions with faculty, parents, supervisors beyond program requirements. * Asks to participates in school events on their own time | Demonstrates leadership qualities:   * Works toward accomplishing goals * Interacts with parents, guidance counselors, specialists and other school personnel, or visit other classrooms when invited * Documents collaboration /interactions with faculty, parents, supervisors as required by the program requirements. * Participates in school events on their own time when requested | Fails to demonstrate leadership qualities:   * Does not work toward accomplishing goals * Fails to interact with parents, guidance counselors, specialists and other school personnel, or visit other classrooms when invited * Fails to document collaboration with faculty, parents, supervisors, as required * Chooses not to participate in school events on their own time when requested |  |
| 11 | **Professional Growth**  **(6.2)** | Participates in professional growth activities that enhance collaboration and professional opportunities   * Takes every opportunity to attend professional development (PD) opportunities (faculty meetings, workshops/conferences, etc.) * Contributed to the profession (JOPERD, NJAHPERD, PECentral, HES Club)   Displays commitment in acquiring content knowledge and pedagogical expertise:   * Incorporates extra resources for lessons and uses novel assessment & teaching strategies * Conducts well-crafted research and acquires new content knowledge | Typically participates in professional growth activities that enhance collaboration and professional opportunities   * Participates in most PD opportunities when offered * Participates in professional opportunities beyond program requirements   Typically displays commitment in acquiring content knowledge and pedagogical expertise:   * Incorporates resources for lessons and uses novel assessment & teaching strategies * Conducts research and acquires new content knowledge | Participates minimally in professional growth activities that enhance collaboration and professional opportunities   * Participates in PD opportunities as directed to do so. * TC meets minimum PD requirements for the program by the program   Does not typically display commitment in acquiring content knowledge and pedagogical expertise:   * Fails to incorporate resources for lessons or use novel assessment/ teaching strategies * Fails to conduct research or acquire new content knowledge |  |
| 12 | **Social**  **Networking**  **(6.3)** | Maintains appropriate social boundaries including technological communication:   * Consistently uses social networking sites appropriately * Uses school communication channels for all contact with students and parents * Is not overly friendly with students and/or teachers (in person and through technological channels) | Typically maintains appropriate social boundaries including technological communication:   * Regularly uses social networking sites appropriately, * Uses school communication channels for contact with students and parents, failure comes in not using technology to communicate academic needs * Is not overly friendly with students and/or teachers (in person and through technological channels) | Does not maintain appropriate social boundaries including technological communication:   * Social networking sites used inappropriately * Does not uses school communication channels for all contact with students and parents * Is overly friendly with students and/or teachers (in person or through technological channels) |  |
| 13 | **Respectful & Sensitive**  **Learning Environment**  **(6.4)** | Communicates in a way that conveys respect and sensitivity.   * Uses a culturally responsive approach and creates an atmosphere that is inclusive * Is sensitive to and respectful of diversity, differing abilities and cultural differences. * Treats all staff and students equally with tolerance and/or acceptance * Takes an interest in students’ backgrounds and culture, and cars about their overall well-being * Never uses “put-downs” or sarcasm while teaching | Typically communicates in a way that conveys respect and sensitivity.   * Attempts to teach in a culturally responsive was and to create an atmosphere that is inclusive * Demonstrates respect for cultural differences and exhibits teaching behaviors that are inclusive * Avoids “put-downs” or sarcasm while interacting with students | Does not communicate in a way that conveys respect and sensitivity.   * Typically fails to use a culturally responsive approach or create an atmosphere that is inclusive * Is not sensitive to or respectful of diversity, differing abilities and cultural differences. * Does not treat all staff and students equally with tolerance and/or acceptance * May use slang when communicating with students * May use culturally insensitive language, “put-downs” or sarcasm while teaching or with individual students |  |
|  | **Sub-Total** |  |  |  |  |
|  | **Total** | /26 |  |  |  |

\*\* Remediation – During the course of the semester the instructor/cooperating teacher will identify those teaching candidates who score below “Acceptable” in any indicator and may develop a remediation plan to address the area that needs development. Remediation plans that remain unmet may result in the teacher candidate being removed from the school site and removal from the program, removal from site with the need to repeat the experience, or in a grade reduction in the student’s final grade for the course. **An overall score of 19 or higher is necessary for a field experience passing grade to be earned.**

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| Comments: |

Final Disposition Assessment: This teaching candidate has demonstrated dispositions that are necessary for becoming a successful teacher/professional (circle below). If you disagree, identify the candidate’s unprofessional dispositions in the narrative comments section above.

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| AGREE | DISAGREE |

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Cooperating Teacher’s Signature Supervisor’s Signature Student’s Signature