

The College of New Jersey, School of Education, Professional Dispositions Form

by COE Administrator

Assessment

Professional Dispositions Assessment Form

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

Undergraduate Programs: Junior and Senior Years

Graduate Programs: Internship I and Internship II

Please circle or highlight the performance level in each criteria below that best describes the Teacher Candidate's (TC) disposition to date.

Please note the evaluation system below includes:

- **Target:** Teacher candidate meets expectations at least 90% of the time.
- **Acceptable:** Teacher candidate meets expectations at least 80% of the time.
- **Unacceptable:** Teacher candidate does not meet program expectations.

SOE Professional Dispositions

	Target (3,000 pts)	Acceptable (2,000 pts)	Unacceptable (1,000 pt)
Disposition Towards Own Learning (1,000, 7%)	Consistently displays commitment in acquiring content knowledge and pedagogical expertise: <ul style="list-style-type: none"> • Incorporates extra resources for lessons and uses novel assessment & teaching strategies • Conducts research and acquires new content knowledge 	Typically displays commitment in acquiring content knowledge and pedagogical expertise: <ul style="list-style-type: none"> • Incorporates extra resources for lessons and uses novel assessment & teaching strategies • Conducts research and acquires new content knowledge 	Inconsistently displays commitment in acquiring content knowledge and pedagogical expertise: <ul style="list-style-type: none"> • Incorporates extra resources for lessons and uses novel assessment & teaching strategies • Conducts research and acquires new content knowledge
Disposition Towards Own Initiative (1,000, 7%)	Consistently works as a self-starter who begins projects or endeavors: <ul style="list-style-type: none"> • Takes initiatives, volunteers & doesn't procrastinate • Leads and does not just follow • Attends faculty meetings/professional development workshops, works collaboratively with families 	Typically works as a self-starter who begins projects or endeavors: <ul style="list-style-type: none"> • Takes initiatives, volunteers & doesn't procrastinate • Leads and does not just follow • Attends faculty meetings/professional development workshops, works collaboratively with families 	Inconsistently works as a self-starter who begins projects or endeavors: <ul style="list-style-type: none"> • Takes initiatives, volunteers & doesn't procrastinate • Leads and does not just follow • Attends faculty meetings/professional development workshops, works collaboratively with families
Disposition Towards Student Learning Needs (1,000, 7%)	Consistently demonstrates the belief that all students have the right and ability to earn: <ul style="list-style-type: none"> • Calls on all students equitably and responds to students' questions fully • Asks challenging questions for all students • Encourages struggling students by making accommodations based on students' needs, interests, and development 	Typically demonstrates the belief that all students have the right and ability to earn: <ul style="list-style-type: none"> • Calls on all students equitably and responds to students' questions fully • Asks challenging questions for all students • Encourages struggling students by making accommodations based on students' needs, interests, and development 	Inconsistently demonstrates the belief that all students have the right and ability to earn: <ul style="list-style-type: none"> • Calls on all students equitably and responds to students' questions fully • Asks challenging questions for all students • Encourages struggling students by making accommodations based on students' needs, interests, and development
Disposition towards Student Diversity (1,000, 7%)	Is consistently sensitive to diversity, differing abilities and cultural differences. <ul style="list-style-type: none"> • Treats all staff and students equally with tolerance and/or acceptance • Takes an interest in students' backgrounds and culture Establishes a genuine relationship with students and cares about their well being	Is typically sensitive to diversity, differing abilities and cultural differences. <ul style="list-style-type: none"> • Treats all staff and students equally with tolerance and/or acceptance • Takes an interest in students' backgrounds and culture Establishes a genuine relationship with students and cares about their well being	Is inconsistently sensitive to diversity, differing abilities and cultural differences. <ul style="list-style-type: none"> • Treats all staff and students equally with tolerance and/or acceptance • Takes an interest in students' backgrounds and culture Establishes a genuine relationship with students and cares about their well being
Disposition Towards Learning Environment (1,000, 7%)	Consistently creates an environment that encourages students to take learning risks: <ul style="list-style-type: none"> • Provides supportive feedback to all students • Uses students' mistakes as a learning opportunity • Provides opportunities for students to make choices • Insists that students refrain from belittling or ridiculing remarks 	Typically creates an environment that encourages students to take learning risks: <ul style="list-style-type: none"> • Provides supportive feedback to all students • Uses students' mistakes as a learning opportunity • Provides opportunities for students to make choices • Insists that students refrain from belittling or ridiculing remarks 	Inconsistently creates an environment that encourages students to take learning risks: <ul style="list-style-type: none"> • Provides supportive feedback to all students • Uses students' mistakes as a learning opportunity • Provides opportunities for students to make choices • Insists that students refrain from belittling or ridiculing remarks
Disposition Towards Challenging Situations (1,000, 7%)	Consistently exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Demonstrates a problem-solving attitude • Handles unexpected situations while maintaining student learning • Stays calm and remains in charge 	Inconsistently exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities: <ul style="list-style-type: none"> • Demonstrates a problem-solving attitude • Handles unexpected situations while maintaining student learning • Stays calm and remains in charge

Disposition Towards Criticism (1.000, 7%)	Consistently accepts constructive criticism and feedback: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 	Inconsistently accepts constructive criticism and feedback: <ul style="list-style-type: none"> • 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
Disposition Towards Ethics (1.000, 7%)	Consistently demonstrates academic and professional honesty and makes ethical decisions: <ul style="list-style-type: none"> • Accepts responsibility for one's own action • Maintains confidentiality • Acts in accordance with students' best interests Prepares all materials in advance and is able to locate them when needed	Typically demonstrates academic and professional honesty and makes ethical decisions: <ul style="list-style-type: none"> • Accepts responsibility for one's own action • Maintains confidentiality • Acts in accordance with students' best interests Prepares all materials in advance and is able to locate them when needed	Inconsistently demonstrates academic and professional honesty and makes ethical decisions: <ul style="list-style-type: none"> • Accepts responsibility for one's own action • Maintains confidentiality • Acts in accordance with students' best interests Prepares all materials in advance and is able to locate them when needed
Disposition Towards Professionalism (1.000, 7%)	Consistently follows established dress codes and conventions: <ul style="list-style-type: none"> • Is familiar with TCNJ's student teaching handbook and the school handbook of procedures • Wears sensible clothing appropriate to the teaching situation • Follows school policies and procedures • Is reliable. (Includes meeting deadlines and punctuality): • Follows through on commitments • Arrives at school and to all appointments on time 	Typically follows established dress codes and conventions: <ul style="list-style-type: none"> • Is familiar with TCNJ's student teaching handbook and the school handbook of procedures • Wears sensible clothing appropriate to the teaching situation • Follows school policies and procedures • Is reliable. (Includes meeting deadlines and punctuality): • Follows through on commitments • Arrives at school and to all appointments on time 	Inconsistently follows established dress codes and conventions: <ul style="list-style-type: none"> • Is familiar with TCNJ's student teaching handbook and the school handbook of procedures • Wears sensible clothing appropriate to the teaching situation • Follows school policies and procedures • Is reliable. (Includes meeting deadlines and punctuality): • Follows through on commitments • Arrives at school and to all appointments on time
Disposition Towards Interpersonal Relationships (1.000, 7%)	Consistently displays ability to maintain professional working relationships: <ul style="list-style-type: none"> • Follows the rules and protocols of the workplace • Interacts respectfully with all school personnel • Is willing to compromise • Works as a team player 	Typically displays ability to maintain professional working relationships: <ul style="list-style-type: none"> • Follows the rules and protocols of the workplace • Interacts respectfully with all school personnel • Is willing to compromise • Works as a team player 	Inconsistently displays ability to maintain professional working relationships: <ul style="list-style-type: none"> • Follows the rules and protocols of the workplace • Interacts respectfully with all school personnel • Is willing to compromise • Works as a team player
Disposition Towards Social Interaction (1.000, 7%)	Consistently maintains appropriate social boundaries including technological communication: <ul style="list-style-type: none"> • 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	Typically maintains appropriate social boundaries including technological communication: <ul style="list-style-type: none"> • 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	Inconsistently maintains appropriate social boundaries including technological communication: <ul style="list-style-type: none"> • 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
Disposition Towards Leadership (1.000, 7%)	Consistently demonstrates leadership qualities: <ul style="list-style-type: none"> • Advocates for children who may need extra support in or out of school • Perseveres to accomplish goals • Initiates contact with parents, guidance counselors and other school personnel 	Typically demonstrates leadership qualities: <ul style="list-style-type: none"> • Advocates for children who may need extra support in or out of school • Perseveres to accomplish goals • Initiates contact with parents, guidance counselors and other school personnel 	Inconsistently demonstrates leadership qualities: <ul style="list-style-type: none"> • Advocates for children who may need extra support in or out of school • Perseveres to accomplish goals • Initiates contact with parents, guidance counselors and other school personnel
Disposition Towards Self-awareness (1.000, 7%)	Consistently maintains high standards: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Shares own personal values/stories without forcing own beliefs on others • Separates own personal life from the teaching life (e.g. when teaching about religion- teach fairly without sharing own biases) Has realistic sense of own strengths and weaknesses: <ul style="list-style-type: none"> • Identifies weaknesses and plans for improvement • Knows when to ask for help 	Typically maintains high standards: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Shares own personal values/stories without forcing own beliefs on others • Separates own personal life from the teaching life (e.g. when teaching about religion- teach fairly without sharing own biases) Has realistic sense of own strengths and weaknesses: <ul style="list-style-type: none"> • Identifies weaknesses and plans for improvement • Knows when to ask for help 	Inconsistently maintains high standards: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Shares own personal values/stories without forcing own beliefs on others • Separates own personal life from the teaching life (e.g. when teaching about religion- teach fairly without sharing own biases) Has realistic sense of own strengths and weaknesses: <ul style="list-style-type: none"> • Identifies weaknesses and plans for improvement • Knows when to ask for help