SELL Teaching Dispositions Assessment rev F17

by COE Administrator

Assessment

Description

This rubric is used to evaluate the performance of the clinical intern at the mid-semester checkpoint and the final checkpoint of the semester. Clinical interns must earn ratings of proficient or exceptional on each of the criteria listed below. A remediation plan will be developed for any clinical intern whose performance on the mid-semester evaluation warrants concern. Concern is defined as a rating of "needs improvement" on one item or more. Remediation plans that remain unmet by the end of the semester will result in a significant grade reduction (grade of "C" or lower) in the final clinical internship grade. This may negatively impact completion of the clinical intern's program as well as recommendation to the State of New Jersey for certification.

Rubric

	Exceptional (3.000 pts)	**Proficient** (2.000 pts)	**Needs Improvement** (1.000 pt)
Disposition Towards Own Learning (1.000, 7.7%)	Candidate demonstrates a strong and enduring commitment to acquiring content knowledge and pedagogical expertise. Incorporates extra resources for lessons and uses novel assessment & teaching strategies. Candidate conducts research and acquires new content knowledge. Candidate demonstrates a basic commitment to acquiring content knowledge and pedagogical expertise. Incorporates some extra resources for most lessons. Candidate conducts adequate research to explore the subject but may not necessarily acquire new content knowledge. Candidate barely demonstrates a commitment to acquiring content knowledge and pedagogical expertise. Candidate's performance indicates significant gaps in content knowledge and pedagogical execution.	Candidate demonstrates a basic commitment to acquiring content knowledge and pedagogical expertise. Incorporates some extra resources for most lessons. Candidate conducts adequate research to explore the subject but may not necessarily acquire new content knowledge.	Candidate demonstrates a basic commitment to acquiring content knowledge and pedagogical expertise. Incorporates some extra resources for most lessons. Candidate conducts adequate research to explore the subject but may not necessarily acquire new content knowledge.

	Candidate makes no effort to go above and beyond the basic resources needed for each lesson.		
Disposition Towards Own Initiative (1.000, 7.7%)	Candidate consistently shows strong drive and initiative. Candidate is a self-starter who begins projects or endeavors with no additional prompting. Candidate takes initiative, volunteers, & doesn't procrastinate. Candidate attends faculty meetings/professional development workshops, etc.	Candidate begins projects or endeavors with no additional prompting. Candidate takes initiative and completes assigned tasks. Candidate volunteers and attends faculty meetings/professional development workshops, etc.	Candidate needs continuous reminders to initiate projects. Candidate rarely volunteers or participates in faculty meetings or professional development workshops.
Disposition Towards Student Learning Needs (1.000, 7.7%)	Candidate's lesson design, lesson execution, communication with students, and interactions with students consistently demonstrates an implicit and explicit presumption of competence and the belief that all students have the ability to learn. Candidate embraces a strengths- based perspective of students and families and incorporates this understanding in instruction and interactions. Candidate continually challenges deficit oriented perceptions of children as evident in diagnostic labels, documents, or day to day discourse and views students as dynamic	Candidate's lesson design, execution, and interactions with students indicate an implicit presumption of competence and the belief that all children have the ability to learn. Candidate recognizes the strengths of students and families and incorporates this understanding in instruction and interactions.	Candidate's lesson design, execution, and interactions with students may indicate a presumption of incompetence or candidate might demonstrate a wavering stance on the belief that all children can learn. Candidate may or may not be willing to acknowledge this presumption. Candidate's language and actions indicate an implicit alignment with a deficit based perspective.
Disposition towards Student Diversity (1.000, 7.7%)	Candidate demonstrates an understanding of diversity that reflects an intersectional perspective and indicates a strong awareness of one's potential position of privilege and power. Candidate demonstrates a keen understanding of his or her social location and that of the students. Candidate uses the knowledge of social location to reflect on his or her lesson design, execution, interactions with students, and perceptions of students.	Candidate demonstrates a basic understanding of diversity that may or may not embrace an intersectional perspective. Candidate may demonstrate some awareness of one's potential position of privilege although there may be some inconsistencies or contradictions in understanding. Candidate demonstrates an acceptable understanding of his or her social location and that of the students. Candidate uses the knowledge of social location to reflect on his or her lesson design, execution, interactions with	Candidate barely demonstrates an understanding of diversity. Candidate's understanding of diversity may be circumscribed to stereotypical approaches or a tendency to view diversity in reductive ways. Candidate demonstrates no understanding of his or her social location and that of the students.

		students, and perceptions of students.	
Disposition Towards Learning Environment (1.000, 7.7%)	Candidate creates a strong positive classroom community that is welcoming and inclusive of all students. Candidate establishes routines, rituals, and activities that create a safe environment that encourages students to take learning risks. Candidate provides supportive feedback to all students. Candidate provides opportunities for students to make choices.	Candidate creates a classroom community that is welcoming and inclusive of all students. Candidate establishes some routines, rituals, and activities that create a safe environment that encourages students to take learning risks. Candidate provides supportive feedback to all students. There are some opportunities for students to make choices.	Candidate has not paid much attention to creating a positive classroom community that is welcoming and inclusive of all students. Routines, rituals, and activities in the classroom might focus more on procedural aspects rather than strengthening community. The classroom climate centers on competition and academic performance rather than building a cohesive classroom community.
Disposition Towards Challenging Situations (1.000, 7.7%)	Candidate exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities. Candidate demonstrates a problem-solving attitude and handles unexpected situations while maintaining student learning. Candidate is present and stays calm even in the most stressful situations.	Candidate exhibits problem solving for the most part when confronted with challenging situations. Candidate handles unexpected situations while maintaining student learning. Candidate attempts to stay calm or seek appropriate resources or supports to address the situation.	Candidate gests flustered when confronted with stressful situations. Candidate might need significant support in navigating unexpected situations.
Disposition Towards Criticism (1.000, 7.7%)	Candidate actively seeks and welcomes constructive criticism and feedback. Candidate responds positively to feedback without making excuses or becoming defensive. Candidate 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.	Candidate accepts most constructive criticism and feedback without argument. Candidate makes attempts to follows through on feedback provided by supervisors and/or cooperating teacher. Some lessons show that the feedback is incorporated in the planning or delivery of lessons.	Candidate has significant difficulty accepting constructive criticism and feedback. Candidate clearly gets defensive. Candidate makes no attempts to follow through on feedback provided by supervisors and/or cooperating teacher.
Disposition Towards Ethics (1.000, 7.7%)	Candidate demonstrates a high level of academic and professional honesty and always makes ethical decisions. Candidate accepts responsibility for his/her own actions. Candidate maintains confidentiality. Candidate acts in accordance with students' best interests	Candidate demonstrates basic academic and professional honesty and makes ethical decisions. Candidate accepts responsibility for his/her own actions. Candidate maintains confidentiality. Candidate acts in accordance with students' best interests	There are significant concerns about the candidate's academic and professional honesty. Concerns have been expressed by the cooperating teacher or other stakeholders. Candidate does not accept responsibility for his/her own actions. Candidate may have demonstrated lapses in maintaining confidentiality.

			Candidate does not act in accordance with students' best interests
Disposition Towards Professionalism (1.000, 7.7%)	Candidate follows established dress codes and conventions. Candidate is familiar with TCNJ's student teaching handbook and the school handbook of procedures. Candidate follows school policies and procedures. Candidate is reliable. Candidate is punctual, meets all deadlines on time, and has good attendance. Candidate follows through on commitments.	Candidate follows established dress codes and conventions. Candidate is familiar with TCNJ's student teaching handbook and the school handbook of procedures. Candidate follows school policies and procedures. Candidate is reliable. Candidate is punctual, meets most deadlines on time, and has good attendance. Candidate follows through on commitments.	Candidate does not follow established dress codes and conventions. Candidate is not familiar with TCNJ's student teaching handbook and the school handbook of procedures. Candidate does not follow school policies and procedures. Candidate is unreliable. Candidate does not follow through on commitments. Candidate is often late in arriving at school or other appointments.
Disposition Towards Interpersonal Relationships (1.000, 7.7%)	Candidate displays a strong ability to maintain professional working relationships. Candidate follows the rules and protocols of the workplace and interacts respectfully with all school personnel. Candidate is a strong team player.	Candidate displays the ability to maintain professional working relationships. Candidate follows the rules and protocols of the workplace and interacts respectfully with all school personnel. Candidate is an adequate team player.	Candidate has significant difficulties in maintaining professional working relationships. Candidate does not follow the rules and protocols of the workplace. Candidate does not interact respectfully with all school personnel. Candidate is not a team player.
Disposition Towards Social Interaction (1.000, 7.7%)	Candidate appropriately utilizes school communication channels for all contact with students and parents, maintains appropriate social boundaries including in technological communication (e.g., when using social networking sites) and demonstrates an understanding of the need for these boundaries.	Candidate maintains appropriate social boundaries.	Candidate demonstrates a lapse in maintaining social boundaries.
Disposition towards advocacy (1.000, 7.7%)	Candidate demonstrates leadership qualities and advocates to change the school community's perception of certain students or ensures that students get the required supports.	Candidate advocates to change the school community's perception of certain students in the school or ensure that students get the required supports.	Candidate shows no interest in advocating for students.
Disposition Towards Self-awareness (1.000, 7.7%)	Candidate demonstrates a high level of self-awareness and reflection that is evident in both written reflections and post-observation conferences.	Candidate demonstrates self-awareness and reflection that is evident in both written reflections and post-observation conferences.	Candidate demonstrates limited or no self-awareness and reflection and this is evident in both written reflections and post-observation conferences.

Candidate recognizes, manages and expresses own emotions effectively. Candidate demonstrates awareness of own personal beliefs and values and how they may impact on students, colleagues & other school personnel. Candidate has realistic sense of own strengths and weaknesses. Candidate identifies weaknesses and plans for improvement. Candidate knows when to ask for help.	Candidate recognizes, manages and expresses own emotions effectively. Candidate demonstrates awareness of own personal beliefs and values and how they may impact on students, colleagues & other school personnel. Candidate has realistic sense of own strengths and weaknesses. Candidate identifies weaknesses and plans for improvement most of the time. Candidate knows when to ask for help.	Candidate has difficulty managing, regulating, and expressing one's own emotions effectively. Candidate demonstrates no awareness of own personal beliefs and values and how they may impact on students, colleagues & other school personnel. Candidate does not have a realistic sense of own strengths and weaknesses. Candidate has difficulty identifying weaknesses and plans for improvement. Candidate does not know when to ask for help.