

Candidate: \_\_\_\_\_ ID # (required): @ \_\_\_\_\_ Major/License Sought: \_\_\_\_\_

Reviewer completing form: \_\_\_\_\_ School/District: \_\_\_\_\_ Faculty Advisor: \_\_\_\_\_

Performance Ratings: 1—Unsatisfactory 2—Needs Improvement 3—Proficient 4—Exemplary N/O—Not Observed

*Please note that candidates need to meet all elements in the Proficient category to receive a Proficient rating for an indicator. Should a candidate exhibit any of the actions and/or behaviors related to the Needs Improvement category or the Unsatisfactory category, the candidate will receive the lower rating. The Exemplary category is reserved for candidates who meet all criteria in the proficient level and who model the indicator elements for others.*

Date: \_\_\_\_\_  Pre-Practicum  Practicum

Undergraduate  Graduate

| Indicator   | 1—Unsatisfactory   | 2—Needs Improvement  | 3—Proficient  | 4—Exemplary  | Rating | Comments |
|---|--|--|---|--|--------|----------|
| <b>Candidate is knowledgeable. (Conceptual Framework Component 1)</b>   |  |  |   |  |        |          |
| 1. Communicates effectively in speech and in writing.   | Oral communication often needs to be articulated more accurately, more clearly, or in a more appropriate tone. Written communication, including email, often needs to be better organized and ideas often need to be more clearly presented. Oral and written communication often lack Standard English Conventions (SEC). | On occasion oral communication needs to be articulated more accurately, more clearly, or in a more appropriate tone. On occasion written communication, including email, needs to be organized better with ideas more clearly presented. On occasion oral and written communication lack Standard English Conventions (SEC). | Oral communication is well-articulated and clear, with appropriate tone. Written communication, including email, is well-organized and ideas are presented clearly. Oral and written communication follow Standard English Conventions (SEC). | Communication skills are appropriate to the audience and the level of English proficiency, open and honest, and invite and encourage participation of others. Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language. Demonstrates active listening skills. |        |          |
| 2. Demonstrates preparedness for course work and/or field experience; understands when more information is needed and knows how to find it.                         | Often needs to better prepare for class/field experience assignments and activities. Often lacks information needed to be prepared and/or is unaware of how to find information needed.  | On occasion needs to better prepare for class/field experience assignments and activities. Needs to obtain information to be prepared.   | Well-prepared for all class/field experience assignments and activities; obtains information as needed through research and questioning.  | Goes well beyond required preparation for class and/or field work. Evidence of extensive planning with probing questions, written notes, learning materials, etc. Preparation positively impacts learning/teaching effectiveness and peer/student learning.  |        |          |
| <b>Candidate is skillful. (Conceptual Framework Component 2)</b>  |  |  |   |  |        |          |
| 3. Interacts with others (faculty, supervising practitioners, peers, students, and parents) in a thoughtful and considerate manner.                                 | Often needs to interact with others in a more polite and professional manner. Often needs to be more considerate of multiple perspectives. Lacks appropriate response to conflict or misunderstandings.  | On occasion needs to interact with others in a more polite and professional manner, which considers multiple perspectives. Needs to respond more appropriately to conflict or misunderstandings.   | Interacts in a polite and professional manner with others. Communicates respectfully by considering multiple perspectives and responds appropriately to conflict or misunderstandings.  | Always collaborates with others to promote positive group interactions and productivity. Listens and supports others to ensure a collaborative environment. Analyzes interactions to make appropriate adjustments to ensure a supportive and nurturing environment.  |        |          |
| 4. Reflects on his/her work, behavior, and/or practice.   | Often needs to recognize personal strengths and challenges. Often needs to respond more appropriately to suggestions and feedback from others and often needs to adjust work, behavior, and/or practice.   | On occasion needs to recognize personal strengths and challenges. On occasion needs to respond more appropriately to suggestions and feedback from others and needs to adjust work, behavior, and/or practice.   | Recognizes personal strengths and challenges. Responds appropriately to suggestions and constructive feedback from others and uses it to adjust work, behavior, and/or practice.  | Always receptive of critical examination of personal strengths and challenges and solicits feedback on teaching effectiveness. Makes data driven decisions. Reflection results in changing work, teaching behaviors, and/or interactions with others.  |        |          |
| <b>Candidate is ethical. (Conceptual Framework Component 3)</b>   |  |  |   |  |        |          |
| 5. Follows the ethics of the field.   | Lacks judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and/or trustworthiness. Needs to protect the confidentiality of others.   | On occasion judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and/or trustworthiness is questionable. Needs to better protect confidentiality of others.  | Demonstrates sound judgment reflecting integrity, honesty, fairness, respect for intellectual property of others, and trustworthiness. Protects confidentiality of others.  | Always demonstrates ethical behavior and serves as a role model/mentor for others. Deals directly with the consequences of actions and events; and works proactively to pursue positive outcomes.  |        |          |
| 6. Demonstrates clear understanding of legal and moral obligations of the profession, mandated reporting responsibilities, and organizational rules and procedures. | Unaware of state and national laws and codes of ethics, mandated reporting responsibilities, and/or organizational rules and procedures or aware of this knowledge but unaware of how to apply it.   | Needs to be aware of state and national laws and codes of ethics, mandated reporting responsibilities, and/or organizational rules and procedures. Needs to apply this knowledge as appropriate.   | Is aware of state and national laws and codes of ethics, mandated reporting responsibilities, and organizational rules and procedures. Applies this knowledge as appropriate.   | Serves as a resource for others in the profession. Shares the roles and responsibilities that apply to teachers within district guidelines, including rules for safety and emergency procedures.   |        |          |

Candidate: \_\_\_\_\_

ID # @: \_\_\_\_\_

Date: \_\_\_\_\_

| Indicator   | 1—Unsatisfactory   | 2—Needs Improvement   | 3—Proficient  | 4—Exemplary  | Rating | Comments |
|---|--|---|---|--|--------|----------|
| Candidate is caring. (Conceptual Framework Component 4)                                       |  |   |   |  |        |          |
| 7. Demonstrates respect for human diversity, community, and cultural perspectives.            | Interactions with others lack equity. Practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected are limited. | On occasion equitable interactions with others are questioned. Needs to consistently use practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected. | Interacts equitably with others. Consistently uses practices to create and maintain an environment in which the diverse backgrounds, identities, and perspective of others are respected. | Always demonstrates consideration for people and multiple perspectives. Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Looks for and creates opportunities to respond to and enhance cross-cultural understandings. Invites and integrates students' individual differences into the classroom environment. |        |          |
| 8. Demonstrates respect for students' differences and the belief that all students can learn. | Often needs to set high expectations for each student. Often lacks the use of appropriate practices and strategies to accommodate differences in learning and/or social emotional needs. | On occasion needs to set high expectations for each student. Needs to consistently use appropriate practices and strategies to accommodate differences in learning and/or social emotional needs.                               | Sets high expectations for each student. Uses appropriate practices and strategies to accommodate differences in learning and social emotional needs.                                     | Demonstrates without exception the belief that all students can learn. Sets high expectations for students and conveys an expectation of high levels of student effort. Persists with students to try to help them learn. Takes student interests into account.  |        |          |
| Candidate behaves in a professional manner.   |  |   |   |  |        |          |
| 9. Meets all delegated obligations.   | Course work and/or field experience responsibilities are not met on a regular basis and/or are late. Needs to be engaged in course work and/or field experiences.                        | On occasion course work and/or field experience responsibilities are not met and/or are late. Needs to be more engaged in course work and/or field work.  | Fulfills all course and/or field experience responsibilities. Is consistently punctual and present.   | Shares responsibility with others to complete assigned tasks, as appropriate. May fulfill obligations early. Notifies appropriate people of unavoidable tardiness and absences.  |        |          |
| 10. Demonstrates professional demeanor and a passion for teaching.                            | Often lacks demonstration of professional demeanor, conduct, and/or appearance. Appropriate and prompt responses to communications are limited. Needs to show enthusiasm for teaching.   | On occasion needs to demonstrate more professional demeanor, conduct, and/or appearance. Needs to appropriately and promptly respond to communications on a more consistent basis. Needs to show more enthusiasm for teaching.  | Consistently demonstrates professional demeanor, conduct, and appearance. Appropriately and promptly responds to communications. Shows enthusiasm for teaching.                           | Models professional demeanor, conduct, and appearance for others as well as a passionate commitment to and understanding of teaching as lifelong learning. Enthusiastically and constructively responds to student ideas and the ideas of others.  |        |          |

*Adapted in part from CAEP University Dispositional Rubric, Charlotte Danielson's Framework for Teaching, Kim Marshall's Teacher Evaluation Rubrics, Robert Marzano's Teacher Evaluation Model, and the Massachusetts Model System for Teacher Evaluation*

Reviewer Name (type/print): \_\_\_\_\_ Reviewer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

 Reviewer is (check one):  Supervising Practitioner  University Supervisor  University Advisor  Course Instructor

Candidate Name (type/print): \_\_\_\_\_ Candidate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If a candidate objects to the Dispositions Assessment by any individual, the candidate should follow the Student Grievance procedure as outlined in the University Catalog.

**Teacher Candidate is responsible for submitting a copy to the Licensure Office**