

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
Teacher Education Program
PROTOCOL - Assessment of Disposition of Teacher Candidates

Observation	Target	Level				
		1	2	3	4	
1. Punctuality, Organization, Strives to Meet Expectations	*Attends class *Arrives to class/meetings on time *Consistently prepared for class/meeting Comments:	*Is focused and attentive *Turns in assignments on time *Turns in assignments that are well-organized				
2. Attitude, Initiative, Flexibility	*Demonstrates commitment and enthusiasm for teaching and learning *Demonstrates a commitment to putting forth best effort in completing assignments *Goes beyond minimum expectations *Accepts constructive criticism and takes responsibility for actions *Is willing to engage in self-evaluation and reflection *Demonstrates willingness to work collaboratively with colleagues, P-12 students, parents, and other professionals *Is willing to consider different points of view Comments:					
3. Poise and Confidence	*Demonstrates professional demeanor in accepting and carrying out responsibilities *Demonstrates confidence, poise, and appropriate eye contact Comments:					
4. Works With and/or Teaches Diverse Populations	*Demonstrates a commitment to work with and effectively teach individuals of diverse social, ethnic, and/or religious groups *Demonstrates an acceptance of all areas of diversity through class discussion and/or journal entries *Demonstrates behaviors that are consistent with the ideas of fairness and the belief that all students can learn Comments:					
5. Appearance	*Consistently demonstrates clean personal habits and hygiene *Dresses in clean, neat, and professionally appropriate attire while in a public school setting Comments:					
6. Communication	*Speaks and writes clearly, using proper grammar, spelling, and punctuation *Clearly conveys ideas when speaking or writing during discussions, presentations, etc. Comments:					
7. Professional Involvement	*Takes advantage of professional opportunities Comments:	*Demonstrates knowledge of subject matter				
8. Professional Ethics	*Evaluates the effects of his/her choices and actions on others and modifies those actions when needed *Makes appropriate/accurate references to the work/ideas of others *Adheres to academic honesty policies *Contributes to creating and maintaining an atmosphere of professionalism in the classroom *Is discreet with information regarding individual students Comments:					
OVERALL PERFORMANCE LEVEL						

Performance Levels
1 = Unacceptable (*evidence indicates partial skills, ability, and/or knowledge base*)
2 = Acceptable (*evidence indicates basic skills, ability, and/or knowledge base*)
3 = Competent (*evidence indicates comprehensive skills, ability, and/or knowledge base*)
4 = Proficient (*evidence indicates exemplary skills, ability, and/or knowledge base*)

➔ Comments are Required for scores of "1 or 4". Use reverse side or attach page, if needed.

Signature of Teacher Candidate [signature does not indicate agreement] Program Date
[Print name to the side]

Signature of Evaluator [print name to the side] Evaluator's Position Date

Class or Field Experience in which observation was made

ASSESSMENTS OF DISPOSITIONS OF UNDERGRADUATE TEACHER CANDIDATES AT NORTHWESTERN OKLAHOMA STATE UNIVERSITY

October 22, 2009

All evaluations of the Teacher Education Candidate's Disposition Forms are given equal consideration. The first Disposition Assessment is a self-evaluation during EDUC 2103 Introduction to Education.

The first Disposition Assessment coincides with **Benchmark 1**.

The second Disposition Assessment is completed by a faculty member of the teacher candidate's choice. After completing the disposition assessment, the faculty member will discuss it with the candidate, both will sign it, and the teacher candidate will take the form to the Education Office to be placed in his/her file at the time of applying for the Education Interview. This disposition assessment will be viewed by the Teacher Education Interview Committee. The second Disposition Assessment will be part of **Benchmark 2**.

The third Disposition Assessment is completed by a second faculty member of the teacher candidate's choice (not the same faculty as used in Benchmark 2). This assessment will be submitted to the education office by the teacher candidate at **Benchmark 3** with his/her application for admission into the Professional Semester.

The fourth Disposition Assessment occurs during the student teaching semester. It is completed by the cooperating teacher. (Data from the fourth disposition will be used for program improvement purposes only and will be kept confidential.) This coincides with **Benchmark 4**.

Additional Disposition Assessments may occur at any time during a teacher candidate's education program. A transfer student who has already completed a comparable introductory education course at another institution will complete a disposition form at the time of submission of Benchmark 1. Data is collected and recorded for each teacher candidate including the semester and year, and the score for each of the eight dispositions on the Disposition Assessment form.

PLAN OF IMPROVEMENT

Criteria

Step One: If a teacher candidate scores an Unacceptable (1) in any area, a consultation with the faculty evaluator will occur.

Step Two: If the candidate receives four Unacceptable's in all assessments combined, then he/she will write a plan of improvement to be submitted to the Chair of the Education Division. Consultation(s) will occur to consider the appropriateness for the candidate to remain in the education field or to examine another career choice for the individual. A follow-up Disposition Assessment will be conducted at the end of the semester. A candidate may be dismissed from the program if his/her dispositions are not compatible with the dispositions required for an effective teacher.

ASSESSMENTS OF DISPOSITIONS OF GRADUATE TEACHER CANDIDATES AT NORTHWESTERN OKLAHOMA STATE UNIVERSITY

October 22, 2009

All evaluations of the Teacher Education Candidate's Disposition Forms are given equal consideration.

The first Disposition Assessment is a self-evaluation due in the semester of EDUC 5010 enrollment (10th hour of graduate work). The first Disposition Assessment coincides with **Milestone 1**.

The second Disposition Assessment is completed by a faculty member or adjunct of the graduate teacher candidate's choice who has taught the candidate. After completing the disposition assessment, the faculty member or adjunct faculty will discuss it with the graduate teacher candidate, both will sign it, and the teacher candidate will take the form to the Education Office to be placed in the data base, then this form will be placed in his/her file in the Graduate Office. The second Disposition Assessment will be part of **Milestone 2**.

The third Disposition Assessment is completed by a faculty member or adjunct of the graduate teacher candidate's choice who has taught the candidate. After completing the disposition assessment, the faculty member will discuss it with the graduate student, both will sign it, and the teacher candidate will take the form to the Education Office to be placed in the data base, then this form will be placed in his/her file in the Graduate Office. The third Disposition Assessment will be part of **Milestone 3**.

Additional Disposition Assessments may occur at any time during a teacher candidate's education program.

Data is collected and recorded for each graduate teacher candidate including the semester and year, and the score for each of the eight dispositions on the Disposition Assessment form.

PLAN OF IMPROVEMENT

Criteria

Step One: If a teacher candidate scores an Unacceptable (1) in any area, a consultation with the faculty evaluator will occur after receiving each Unacceptable score.

Step Two: If the candidate receives four Unacceptable's in all assessments combined, then he/she will write a plan of improvement to be submitted to the Chair of the Education Division. Consultation(s) will occur to consider the appropriateness for the candidate to remain in the education field or to examine another career choice for the individual. A follow-up Disposition Assessment will be conducted at the end of the semester. A candidate may be dismissed from the program if his/her dispositions are not compatible with the dispositions required for an effective teacher.