

## Practicum Dispositions Assessment

### Operational Definitions for Performance Level Ratings:

**Meets Standard** = Ready to become inservice teacher

**Developing Towards Standard** = Room to grow but teacher candidates are progressing as expected

**Does Not Meet Standard** = Requires follow-up/intervention

**Rating Guidelines:** The purpose of this Dispositions Assessment is teacher candidate growth rather than grading or evaluation.

Each performance level contains a series of descriptors. Please consider where teacher candidates are on each descriptor within a dimension, then assign a rating based on where the lowest descriptor in that dimension falls:

- If teacher candidates meet ANY descriptors in the “Does Not Meet Standard” column, score them in the “Does Not Meet Standard” performance level. Any rating of “Does Not Meet Standard” will initiate follow-up and/or intervention, so this level is intended to reflect concern in that dimension.
- If teacher candidates meet a mix of descriptors in “Developing Towards Standard” and “Meets Standard,” score them in the “Developing Towards Standard” category. Doing so will indicate an opportunity for growth and highlight areas for discussion and professional development in that dimension.
- If, and only if, teacher candidates meet all descriptors in the “Meets Standard” performance level and none of the descriptors from the other levels, score them in the “Meets Standard” performance level. Doing so suggests that students are performing at the level expected for inservice teachers in that dimension.

For ratings of “Does Not Meet Standard” or “Developing Towards Standard,” you will be prompted to indicate which specific points within those categories raised concern or present opportunities for growth. You will also have an open-ended item at the end of this survey to provide general feedback, including highlighting students’ areas of strength.

| Dimension   | Meets Standard<br><i>Ready to become inservice teacher</i>  | Developing Towards Standard<br><i>Room to grow but progressing as expected</i>  | Does Not Meet Standard<br><i>Requires follow-up/intervention</i>  | No Chance to Observe |
|---|---|---|---|----------------------|
| Ethical action and communication – the extent to which you act ethically in your behaviors and interactions | <ul style="list-style-type: none"> <li>● Always prioritizes the safety of students</li> <li>● Consistently speaks honestly and acts with integrity</li> <li>● Knows when information is confidential and respects students'/children's privacy</li> <li>● Shares information with appropriate parties when necessary to protect students'/children's well-being and to comply with regulations</li> <li>● Meets the JMU Student Standards of Conduct (see <a href="https://www.jmu.edu/osarp/handbook/OSARP/standardsandpolicies.shtml">https://www.jmu.edu/osarp/handbook/OSARP/standardsandpolicies.shtml</a>)</li> </ul> | <ul style="list-style-type: none"> <li>● Usually speaks honestly but may occasionally sacrifice honesty to avoid conflict</li> <li>● Needs support from professors/teachers to see what information is confidential before sharing</li> </ul>   | <ul style="list-style-type: none"> <li>● Inconsistently prioritizes the safety of students</li> <li>● Voices what they believe others want to hear or demonstrates dishonesty</li> <li>● Shares information regardless of confidentiality</li> <li>● Fails to comply with regulations about issues of children's well-being</li> <li>● Violates the JMU Student Standards of Conduct</li> </ul> |                      |
| Respect for diversity of others – the extent to which you value others                                      | <ul style="list-style-type: none"> <li>● Consistently responds to diversity with empathy, respect, understanding and connection</li> <li>● Engages respectfully with people who are both similar to and different from them</li> <li>● Models respect for all in speech and behavior</li> <li>● Speaks and acts equitably and without bias</li> </ul>   | <ul style="list-style-type: none"> <li>● Inconsistently responds to diversity with empathy, respect, understanding and connection</li> <li>● Engages with intended respect yet occasionally uses actions or words that have unintended impact</li> <li>● On occasion, unconsciously models, speaks, or acts in ways that demonstrate a lack of awareness</li> </ul> | <ul style="list-style-type: none"> <li>● Responds to diversity without empathy, respect, understanding and connection</li> <li>● Engages disrespectfully in actions and words</li> <li>● Speaks and acts from an egocentric perspective</li> </ul>  |                      |

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|--|---|---|--|----------------------|
| Independent agency – the extent to which you demonstrate integrity in conducting your professional obligations | <ul style="list-style-type: none"> <li>● Demonstrates initiative</li> <li>● Plans for multiple contingencies</li> <li>● Can be trusted to carry out commitments</li> <li>● Initiates collegial review of professional work when appropriate</li> <li>● Takes responsibility for decisions, actions and outcomes</li> <li>● Takes steps to maintain emotional and physical health</li> <li>● Produces high quality products that demonstrate a commitment to learning</li> </ul> | <ul style="list-style-type: none"> <li>● Plans for obvious, potential changes</li> <li>● Carries out commitments with few reminders</li> <li>● Asks for collegial reviews when prompted</li> <li>● Takes responsibility for the most part, yet will offer occasional excuses</li> <li>● Recognizes the value of self-care but doesn't always take steps to maintain emotional and physical health.</li> </ul>         | <ul style="list-style-type: none"> <li>● Waits for others to direct their actions</li> <li>● Makes no plans for unforeseen circumstances</li> <li>● Commitments are not carried out as promised</li> <li>● Seeks no outside review of their work</li> <li>● Faults others for decisions, actions, and outcomes</li> <li>● Disregards the necessity to take care of one's self</li> <li>● Does the minimum to get by so that a commitment to learning is not evident</li> </ul> |                      |
| Relationships – the extent to which you actively seek to build and strengthen partnerships with others         | <ul style="list-style-type: none"> <li>● Works to build productive relationships with students, cooperating teachers, professors, supervisors, additional service providers, and other school professionals</li> <li>● Seeks collaboration and is open to diverse perspectives</li> <li>● Shares responsibilities equitably</li> <li>● Clearly communicates boundaries when internalized set of values may be compromised</li> </ul>  | <ul style="list-style-type: none"> <li>● Works to build relationships, but needs support to learn how to do so</li> <li>● Builds productive relationships with those in the classroom but inconsistently builds relationships with other school professionals</li> <li>● Collaborates when expected</li> <li>● Attempts to express when boundaries/values are compromised, yet isn't able to do so clearly</li> </ul> | <ul style="list-style-type: none"> <li>● Works ineffectively to build relationships inside and outside of the classroom</li> <li>● Chooses independence over collaboration</li> <li>● In collaborative opportunities, takes sole control or avoids their responsibilities</li> <li>● Remains silent even when personal boundaries/values are violated</li> </ul>   |                      |

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|---|---|--|---|----------------------|
| Professional flexibility – the extent to which you adapt to professional context  | <ul style="list-style-type: none"> <li>● Consistently and proactively adapts to professional contexts (language, behavior, dress, device and media use, etc.)</li> <li>● Adapts readily to changing circumstance with flexibility and understanding</li> </ul>  | <ul style="list-style-type: none"> <li>● With guidance, adapts to professional contexts (language, behavior, dress, device and media use, etc.)</li> <li>● Adapts to changing circumstance, but may require support or additional time to adjust</li> </ul>  | <ul style="list-style-type: none"> <li>● Requires repeated reminders to adapt to professional contexts (language, behavior, dress, device and media use, etc.)</li> <li>● Is inflexible or resistant to change</li> </ul>   |                      |
| Professional communication – the extent to which you portray yourself as a professional in your interactions with others                    | <ul style="list-style-type: none"> <li>● Consistently replies to colleagues, professors, and supervisors in a timely and respectful manner</li> <li>● Uses social media in a manner that reflects a professional demeanor</li> <li>● Proactively seeks necessary information as needed (in person, email, Zoom, etc.)</li> </ul>  | <ul style="list-style-type: none"> <li>● Inconsistently replies to colleagues, professors, and supervisors in a timely and respectful manner</li> <li>● Uses social media in a way in which some communications may be misinterpreted as unprofessional</li> <li>● Seeks necessary information, but not always in a timely fashion</li> </ul>    | <ul style="list-style-type: none"> <li>● Displays a pattern of missed or disrespectful communication with colleagues, professors, and supervisors</li> <li>● Uses social media in ways that are inappropriate for a professional</li> <li>● Fails to ask for information and blames others for not knowing the information</li> </ul> |                      |
| Reflection – the extent to which you think deeply about choices you have made and the consequences of those decisions to affect improvement | <ul style="list-style-type: none"> <li>● Consistently gathers and uses new and varied student data to analyze, evaluate, and enhance performance</li> <li>● Welcomes feedback and incorporates it in subsequent opportunities</li> <li>● Identifies and acknowledges strengths and areas for growth</li> <li>● Considers ways that past situations inform future practice</li> <li>● Actively seeks opportunities for growth</li> </ul> | <ul style="list-style-type: none"> <li>● Gathers and uses student data to analyze, evaluate, and enhance performance with support</li> <li>● Accepts feedback without being defensive</li> <li>● Needs guidance to identify and acknowledges strengths and areas for growth</li> <li>● Pursues opportunities for growth when prompted</li> </ul> | <ul style="list-style-type: none"> <li>● Proceeds without incorporating student data</li> <li>● Proceeds without incorporating feedback</li> <li>● Continues with current behavior without considering strengths or areas for growth</li> <li>● Disregards or misses opportunities for growth</li> </ul>                              |                      |

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|---|---|--|---|----------------------|
| Time management – the extent to which you use your time wisely to meet your obligations | <ul style="list-style-type: none"> <li>● Arrives on time</li> <li>● Consistently meets deadlines, or asks for extensions well in advance when appropriate</li> <li>● Proactively addresses schedule issues and adjusts and/or notifies professors, teachers, supervisors</li> </ul> | <ul style="list-style-type: none"> <li>● Arrives on time or notifies the appropriate party in advance (when possible) if late or absent</li> <li>● Usually meets deadlines, or asks for extensions when appropriate</li> <li>● Reactively addresses and adjusts schedule issues, but may fail to anticipate timing issues</li> </ul> | <ul style="list-style-type: none"> <li>● Consistently arrives late and/or is absent multiple times</li> <li>● Misses deadlines on a regular basis and/or frequently asks for extensions at the last minute</li> <li>● Neglects to communicate when schedule issues arise</li> </ul> |                      |