TED 490 Professional Dispositions Assessment Fall 2014

by COE Administrator

Assessment

TED Professional Dispositions

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School of Education

The College of New Jersey

Undergraduate Programs: Junior and Senior Years (Optional for Soph.)

Graduate Programs: Internship I & II

Instructions:

Please select the performance level in each criteria below that best describes the Teacher Candidate's (TC) disposition to date. If you feel you cannot fairly rate the TC on any item, please select "not applicable." Please note the evaluation system below includes:

Distinguished: Teacher candidate consistently and significantly exceeded Target competence on standard of performance.

Proficient: [Target] Teacher candidate met Target competence on standard of performance, most of the time.

Developing: Teacher candidate demonstrated did not meet competence on standard of performance, but demonstrated skills that were developing.

Unsatisfactory: Teacher candidate did demonstrate unsatisfactory competence on standard of performance.

N/A: Not applicable

Standards

ITEA-CTTE-2003.10.D.2 D: Demonstrate the importance of professionalism by promoting technology organizations for students in the technology classroom.

ITEA-CTTE-2003.10.K.1 K: Demonstrate a continuously updated and informed

| ITEA-CTTE-2003.10.P.2 | | knowledge base about the processes of technology. P: Collaborate with other candidates and professional colleagues to promote professional growth and professional development activities. |

ITEA-CTTE-2003.10.P.2 P: Collaborate with other candidates and professional colleagues to promote professional growth and professional development activities.

ITEA-CTTE-2003.10.P.4 P: Develop a professional development plan for self-improvement in curriculum and instruction in technology education.

ITEA-CTTE-2003.7.K.2 K: Apply principles of learning and consideration of student diversity to the delivery of instruction.

ITEA-CTTE-2003.8.K.1 K: Recognize rich learning environments that provide for varied educational experiences in the technology classroom and laboratory.

ITEA-CTTE-2003.9.D.1 D: Develop productive relationships with students so that they become active learners about technology and enhance their human growth and development.

ITEA-CTTE-2003.9.K.2 K: Identify how students learn technology most effectively by integrating current research about hands-on learning and learning about the content of technology.

TED Professional Dispositions

	Distinguished (4.000 pts)	**Proficient** (3.000 pts)	**Developing** (2.000 pts)	**Unsatisfactory** (1.000 pt)	**N/A** (0.000 pt)
Disposition Towards Own Learning (1.000, 6%) ITEA-CTTE-2003.9.K.2	TC almost ALWAYS: displays a commitment to acquiring content knowledge and pedagogical expertise: • Identifies how students learn technology most effectively by integrating current research about hands-on learning and learning about the content of technology.	TC ADEQUATELY: displays a commitment to acquiring content knowledge and pedagogical expertise: • Identifies how students learn technology most effectively by integrating current research about hands-on learning and learning about the content of technology.	TC SOMETIMES: displays a commitment to acquiring content knowledge and pedagogical expertise: • Identifies how students learn technology most effectively by integrating current research about hands-on learning and learning about the content of technology.	TC INFREQUENTLY: displays a commitment to acquiring content knowledge and pedagogical expertise: • Identifies how students learn technology most effectively by integrating current research about hands-on learning and learning about the content of technology.	Not applicable or not possible to observe
Dispositions Towards Processes of Technology (1.000, 6%) ITEA-CTTE-2003.10.K.1	TC almost ALWAYS: demonstrates ability to continuously update their knowledge base about the processes of technology.	TC ADEQUATELY: demonstrates an ability to continuously update their knowledge base about the processes of technology.	TC SOMETIMES: demonstrates an ability to update their knowledge base about the processes of technology.	TC INFREQUENTLY: demonstrates an ability to update their knowledge base about the processes of technology.	Not applicable or not possible to observe
Disposition Towards Own	TC almost ALWAYS: is a self-starter •	TC ADEQUATELY: is a self-starter •	TC SOMETIMES: is a self-starter • Begins projects or	TC INFREQUENTLY: is a self-starter •	Not applicable or not possible to observe

Initiative (1.000, 6%)	Begins projects or endeavors • Takes initiatives, volunteers & doesn't procrastinate • Leads and does not just follow	Begins projects or endeavors • Takes initiatives, volunteers & doesn't procrastinate • Leads and does not just follow	endeavors • Takes initiatives, volunteers & doesn't procrastinate • Leads and does not just follow	Begins projects or endeavors • Takes initiatives, volunteers & doesn't procrastinate • Leads and does not just follow	
Disposition Towards Professional Organizations for Students (1.000, 6%) ITEA-CTTE-2003.10.D.2	• TC almost ALWAYS: demonstrates the importance of professionalism by promoting technology organizations for students in the technology classroom.	• TC ADEQUATELY demonstrates the importance of professionalism by promoting technology organizations for students in the technology classroom	• TC SOMETIMES demonstrates the importance of professionalism by promoting technology organizations for students in the technology classroom	• TC INFREQUENTLY demonstrates the importance of professionalism by promoting technology organizations for students in the technology classroom.	Not applicable or not possible to observe
Disposition Towards Student Learning (1.000, 6%) ITEA-CTTE-2003.9.D.1	TC almost ALWAYS: • Demonstrates the belief that all students have the right and ability to earn: • Asks challenging questions for all students • Encourages struggling students by making accommodations based on students' needs, interests, and development • Forms productive relationships with students so that they become active learners about technology and enhance their growth and development.	TC ADEQUATELY: • Demonstrates the belief that all students have the right and ability to earn: • Asks challenging questions for all students • Encourages struggling students by making accommodations based on students' needs, interests, and development • Forms productive relationships with students so that they become active learners about technology and enhance their growth and development.	TC SOMETIMES: • Demonstrates the belief that all students have the right and ability to earn: • Asks challenging questions for all students • Encourages struggling students by making accommodations based on students' needs, interests, and development • Forms productive relationships with students so that they become active learners about technology and enhance their growth and development.	TC INFREQUENTLY: • Demonstrates the belief that all students have the right and ability to earn: • Asks challenging questions for all students • Encourages struggling students by making accommodations based on students' needs, interests, and development • Forms productive relationships with students so that they become active learners about technology and enhance their growth and development.	Not applicable or not possible to observe
Disposition towards Student Diversity (1.000, 6%) ITEA-CTTE-2003.7.K.2	TC almost ALWAYS: • Sensitive to diversity, differing abilities and cultural differences. • Treats all staff and students equally with tolerance and/or acceptance • Takes an interest in students'	TC is ADEQUATELY: • Sensitive to diversity, differing abilities and cultural differences. • Treats all staff and students equally with tolerance and/or acceptance • Takes an interest in students'	TC is SOMETIMES: • Sensitive to diversity, differing abilities and cultural differences. • Treats all staff and students equally with tolerance and/or acceptance • Takes an interest in students'	TC is INFREQUENTLY: • Sensitive to diversity, differing abilities and cultural differences. • Treats all staff and students equally with tolerance and/or acceptance • Takes an interest in students'	Not applicable or not possible to observe

	backgrounds and culture Establishes a genuine relationship with students and cares about their well being	backgrounds and culture Establishes a genuine relationship with students and cares about their well being	backgrounds and culture Establishes a genuine relationship with students and cares about their well being	backgrounds and culture Establishes a genuine relationship with students and cares about their well being	
Disposition Towards Learning Environment: varied experiences (1.000, 6%) ITEA-CTTE-2003.8.K.1	TC almost ALWAYS: • Creates an environment that encourages students to take learning risks: • Provides supportive feedback to all students • Uses students' misunderstanding s as learning opportunities • Provides opportunities for students to make choices • Recognize rich learning environments that provide for varied educational experiences in the technology classroom and laboratory.	TC ADEQUATELY: • Creates an environment that encourages students to take learning risks: • Provides supportive feedback to all students • Uses students' misunderstanding s as learning opportunities • Provides opportunities for students to make choices • Recognize rich learning environments that provide for varied educational experiences in the technology classroom and laboratory.	TC SOMETIMES: • Creates an environment that encourages students to take learning risks: • Provides supportive feedback to all students • Uses students' misunderstanding s as learning opportunities • Provides opportunities for students to make choices • Recognize rich learning environments that provide for varied educational experiences in the technology classroom and laboratory.	TC INFREQUENTLY: • Creates an environment that encourages students to take learning risks: • Provides supportive feedback to all students • Uses students' misunderstanding s as learning opportunities • Provides opportunities for students to make choices • Recognize rich learning environments that provide for varied educational experiences in the technology classroom and laboratory.	Not applicable or not possible to observe
Disposition Towards Challenging Situations (1.000, 6%)	TC almost ALWAYS: • Exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities: • Demonstrates a problem-solving attitude • Handles unexpected situations while maintaining student learning • Stays calm and remains in charge	TC ADEQUATELY: • Exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities: • Demonstrates a problem-solving attitude • Handles unexpected situations while maintaining student learning • Stays calm and remains in charge	TC SOMETIMES: • Exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities: • Demonstrates a problem-solving attitude • Handles unexpected situations while maintaining student learning • Stays calm and remains in charge	TC INFREQUENTLY: • Exhibits a positive attitude towards challenging situations and recognizes them as learning opportunities: • Demonstrates a problem-solving attitude • Handles unexpected situations while maintaining student learning • Stays calm and remains in charge	Not applicable or not possible to observe
Disposition Towards Criticism (1.000, 6%)	TC almost ALWAYS: • Accepts constructive criticism and feedback: • Responds	TC ADEQUATELY: • Accepts constructive criticism and feedback: • Responds	TC SOMETIMES: • Accepts constructive criticism and feedback: • Responds positively to	TC INFREQUENTLY: • Accepts constructive criticism and feedback: • Responds	Not applicable or not possible to observe

	positively to feedback without making excuses or becoming defensive • Follows through on feedback provided by supervisors/ cooperating teacher	positively to feedback without making excuses or becoming defensive • Follows through on feedback provided by supervisors/ cooperating teacher	feedback without making excuses or becoming defensive • Follows through on feedback provided by supervisors/ cooperating teacher	positively to feedback without making excuses or becoming defensive • Follows through on feedback provided by supervisors/ cooperating teacher	
Disposition Towards Ethics (1.000, 6%)	TC ALWAYS: • Demonstrates OUTSTANDING academic and professional honesty and makes ethical decisions: • Accepts responsibility for one's own action • Maintains confidentiality • Acts in accordance with students' best interests	TC ALWAYS: • Demonstrates academic and professional honesty and makes ethical decisions: • Accepts responsibility for one's own action • Maintains confidentiality • Acts in accordance with students' best interests	TC OFTEN but not ALWAYS: • Demonstrates academic and professional honesty and makes ethical decisions: • Accepts responsibility for one's own action • Maintains confidentiality • Acts in accordance with students' best interests	TC INFREQUENTLY: • Demonstrates academic and professional honesty and makes ethical decisions: • Accepts responsibility for one's own action • Maintains confidentiality • Acts in accordance with students' best interests	Not applicable or not possible to observe
Disposition Towards Professionalism (1.000, 6%)	TC ALWAYS: • Follows established dress codes and conventions appropriate to the teaching situation • Is familiar with TCNJ's student teaching handbook and the school handbook of procedures • Follows school policies and procedures • Is reliable. (Includes meeting deadlines and punctuality): • Follows through on commitments • Arrives at school and to appointments on time	TC ADEQUATELY: • Follows established dress codes and conventions appropriate to the teaching situation • Is familiar with TCNJ's student teaching handbook and the school handbook of procedures • Follows school policies and procedures • Is reliable. (Includes meeting deadlines and punctuality): • Follows through on commitments • Arrives at school and to appointments on time	TC SOMETIMES: • Follows established dress codes and conventions appropriate to the teaching situation • Is familiar with TCNJ's student teaching handbook and the school handbook of procedures • Follows school policies and procedures • Is reliable. (Includes meeting deadlines and punctuality): • Follows through on commitments • Arrives at school and to appointments on time	TC INFREQUENTLY: • Follows established dress codes and conventions appropriate to the teaching situation • Is familiar with TCNJ's student teaching handbook and the school handbook of procedures • Follows school policies and procedures • Is reliable. (Includes meeting deadlines and punctuality): • Follows through on commitments • Arrives at school and to appointments on time	Not applicable or not possible to observe
Disposition Towards Interpersonal Relationships (1.000, 6%)	TC ALWAYS: • Displays ability to maintain professional working	TC ADEQUATELY: • Displays ability to maintain professional	TC SOMETIMES: • Displays ability to maintain professional working	TC INFREQUENTLY: • Displays ability to maintain professional	Not applicable or not possible to observe

ITEA-CTTE-2003.10.P.2	relationships: • Follows the rules and protocols of the workplace • Interacts respectfully with all school personnel • Is willing to compromise • Works as a team player • Collaborates with other candidates and professional colleagues to promote professional growth and professional development activities.	working relationships: • Follows the rules and protocols of the workplace • Interacts respectfully with all school personnel • Is willing to compromise • Works as a team player • Collaborates with other candidates and professional colleagues to promote professional growth and professional development activities.	relationships: • Follows the rules and protocols of the workplace • Interacts respectfully with all school personnel • Is willing to compromise • Works as a team player • Collaborates with other candidates and professional colleagues to promote professional growth and professional development activities.	working relationships: • Follows the rules and protocols of the workplace • Interacts respectfully with all school personnel • Is willing to compromise • Works as a team player • Collaborates with other candidates and professional colleagues to promote professional growth and professional development activities.	
Disposition Towards Social Interaction (1.000, 6%)	TC ALWAYS: • Maintains appropriate social boundaries, including on technological topics: • 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	TC ADEQUATELY: • Maintains appropriate social boundaries including technological communication: • 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	TC SOMETIMES: • Maintains appropriate social boundaries including technological communication: • 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	TC INFREQUENTLY: • Maintains appropriate social boundaries including technological communication: • 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	Not applicable or not possible to observe
Disposition Towards Leadership (1.000, 6%)	TC almost ALWAYS: • Demonstrates leadership qualities: • 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	TC ADEQUATELY: • Demonstrates leadership qualities: • 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	TC SOMETIMES: • Demonstrates leadership qualities: • 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	TC INFREQUENTLY: • Demonstrates leadership qualities: • 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	Not applicable or not possible to observe

Disposition Towards Self-awareness (1.000, 6%)	TC almost ALWAYS & EFFECTIVELY: • Recognizes, manages and expresses own emotions • Sets short and long term goals • Demonstrates awareness of own personal beliefs and values and how they may impact others. • Has a realistic sense of own strengths and weaknesses: • Knows when to ask for help	TC ADEQUATELY & EFFECTIVELY: • Recognizes, manages and expresses own emotions • Sets short and long term goals • Demonstrates awareness of own personal beliefs and values and how they may impact others. • Has a realistic sense of own strengths and weaknesses: • Knows when to ask for help	TC SOMETIMES: • Recognizes, manages and expresses own emotions • Sets short and long term goals • Demonstrates awareness of own personal beliefs and values and how they may impact others. • Has a realistic sense of own strengths and weaknesses: • Knows when to ask for help	TC INFREQUENTLY: • Recognizes, manages and expresses own emotions • Sets short and long term goals • Demonstrates awareness of own personal beliefs and values and how they may impact others. • Has a realistic sense of own strengths and weaknesses: • Knows when to ask for help	Not applicable or not possible to observe
Dispositions Towards Professional Self-improvement (1.000, 6%) ITEA-CTTE-2003.10.P.4	• TC FREQUENTLY develops plans for self-improvement in curriculum and instruction in technology education.	• TC ADEQUATELY develops plans for self-improvement in curriculum and instruction in technology education.	• TC SOMETIMES develops plans for self-improvement in curriculum and instruction in technology education.	• TC INFREQUENTLY develops plans for self-improvement in curriculum and instruction in technology education.	Not applicable or not possible to observe