

**Keene State College
Teacher Candidate Dispositions Assessment**

Teacher Candidate's Name Sarah Titus Date 4/28/11
 Program Methods Name of Person Completing the Form: (please print) Jean Condon

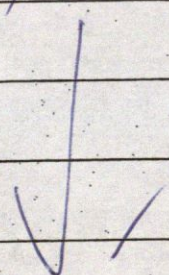
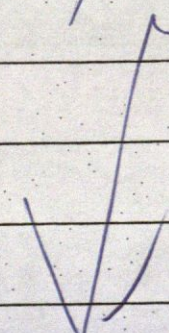
Relationship to the Teacher Candidate: (please choose one)

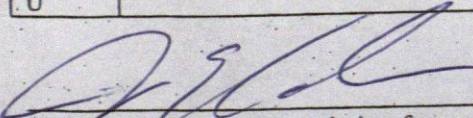
- Self
- Course Instructor
- Methods/Practicum Instructor
- Other Professional Educator (please describe) _____
- Cooperating/Mentor Teacher
- College Supervisor
- Site Supervisor

The purpose of this assessment is to obtain a variety of professional evaluations of the dispositions (behaviors and attitudes) of Keene State College Teacher Candidates at various points in their pre-service training. These dispositions are based on both the conceptual framework of KSC's pre-service program and research-based educational preparation literature.

Key: (see reverse for further explanation and rubric) D- Developing (occasionally demonstrates this disposition)
 U - Unacceptable (does not demonstrate this disposition) A - Acceptable (consistently demonstrates this disposition)

The above-named Teacher Candidate...

Rating (circle)	Professional Dispositions	Comments (Rating of U or D requires a comment)
D (A) U	1. exhibits clear and accurate communication skills (e.g., listening, writing, speaking)	Very Good 
D (A) U	2. works cooperatively and collaboratively	
D (A) U	3. presents appropriate professional appearance/demeanor	
D (A) U	4. exhibits enthusiasm and passion for students and teaching	
D (A) U	5. is committed to lifelong learning and service to the community	
D (A) U	6. demonstrates clear understanding of legal and moral obligations of the profession	
Rating	Personal Dispositions	
D (A) U	1. demonstrates understanding of and is open to diverse perspectives	Very Good 
D (A) U	2. demonstrates respect, empathy, and caring for others	
D (A) U	3. accepts responsibility for own actions	
D (A) U	4. is present, punctual, and prepared	
D (A) U	5. demonstrates consistent integrity and honesty	
D (A) U	6. exhibits willingness to work diligently to achieve success	


 Signature of person completing form

Sarah Titus
 Signature of teacher candidate

KSC SUMMATIVE CLINICAL EVALUATION FORM

Date 4/28/11 Teacher Candidate Sarah Titus KSC Supervisor Keene H. GA Program Methods

Cooperating Teacher Jean Gordon School _____ Grade 9-12

(1, 2, 3)*	I. PLANNING AND PREPARATION FOR INSTRUCTION	Comments
3	A. Demonstrates knowledge of students and school context	Very Good
3	B. Demonstrates knowledge of content and associated pedagogy	↓
2/3	C. Demonstrates planning of instructional goals / activities / assessments / learning outcomes	
(1, 2, 3)*	II. CREATING A LEARNING ENVIRONMENT	Comments
3	A. Creates an environment of respect and rapport	
3	B. Manages routines and procedures	
2/3	C. Manages student behavior	
(1, 2, 3)*	III. INSTRUCTION	Comments
3	A. Activates and maintains engagement	Developed
2/3	B. Demonstrates flexibility and responsiveness	improved
2/3	C. Facilitates activities	2/3
3	D. Demonstrates effective pacing and timing	
(1, 2, 3)*	IV. PROFESSIONAL RESPONSIBILITY	Comments
3	A. Demonstrates clear and accurate communication with all audiences	Always
3	B. Exhibits professional interactions and pursues professional development	
3	C. Utilizes technology	
2/3	D. Reflects on practice	

*See rubric on reverse side of this document

Signature (Student): _____
Date: 4/28/11

Signature (Cooperating Teacher or KSC Supervisor): _____
Date: _____

Final evaluation

Other: _____

Student Teaching

Other: _____

Please circle the appropriate point of evaluation: Mid-term evaluation

Methods/Practicum

Please circle the appropriate clinical setting:

KSC Clinical Assessment Rubric

	Needs Improvement (1)	Meets Expectations (2)	Exceeds Expectations (3)
Planning and Preparing Instruction	<p><i>Knowledge of Students and School Context</i></p> <p>Minimal knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage</p>	<p>Accurate knowledge of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage</p>	<p>Thorough understanding of school context; developmental character of age group; different approaches to learning based on individual needs; students' prior knowledge; and/or interests & cultural heritage</p>
	<p><i>Knowledge of Content & Associated Pedagogy</i></p> <p>Many content errors; does not clarify student errors or misconceptions</p>	<p>Basic content knowledge; basic associated pedagogical knowledge</p>	<p>Solid content knowledge; pedagogical practice reflects best practice</p>
Creating a Learning Environment	<p><i>Instructional Goals/ Activities/ Assessments/ Learning Outcomes</i></p> <p>Goals unclear or not standards-based; irrelevant or unsuitable activities; assessment incongruent with goals; unclear learning outcomes</p>	<p>Goals clear & standards-based; suitable activities; assessment congruent w/ goals; appropriate learning outcomes met</p>	<p>Clear standards-based goals; wide variety of appropriate activities; assessment congruent with goals and clear criteria for students; multiple appropriate learning outcomes met</p>
	<p><i>Respect/Rapport</i></p> <p>Allows for disrespectful environment; student-teacher or student-student interaction is negative, demeaning, or age inappropriate</p>	<p>Fosters environment of respect; appropriate student-teacher and student-student interactions evident</p>	<p>Creates pervasive environment of respect; exemplary student-teacher and student-student interactions evident</p>
Instruction	<p><i>Managing Routines & Procedures</i></p> <p>Time lost due to inefficiency, unnecessary time spent on non-instructional activities</p>	<p>Efficient; minimal loss of time on non-instructional activities</p>	<p>Organized routines; systems in place for efficiently handling non-instructional activities</p>
	<p><i>Managing Student Behavior</i></p> <p>Minimal standards of conduct; student behavior not monitored; response to misbehavior inconsistent; safety of students compromised</p>	<p>Standards of conduct established; aware of and responsive to misbehavior; safety of all students assured</p>	<p>Standards of conduct established with student collaboration; alert and responsive to all student behaviors; safety of all students assured</p>
Professional Responsibility	<p><i>Activating & Maintaining Engagement</i></p> <p>No agenda available or inconsistent use of agenda; little or no prior knowledge activated; minimal questioning techniques; few students involved/focused; lack of enthusiasm for content</p>	<p>Agenda visible and referenced; prior knowledge activated; enthusiasm for content; variety of questioning techniques; most students involved; maintains student focus</p>	<p>Consistent use of complete & clear agenda; prior knowledge of all students activated; enthusiasm for content; broad variety of questioning strategies; all students involved; commanding presence</p>
	<p><i>Flexibility/Responsiveness</i></p> <p>Rigid or unresponsive to student questions and/or needs; inadequate feedback</p>	<p>Accommodation of student needs evident; appropriate feedback offered</p>	<p>Lesson adjusted as needed to meet all student needs; high quality, consistent feedback that fosters interaction</p>
Professional Responsibility	<p><i>Activities</i></p> <p>Insufficient variety of learning activities; instructional materials/resources lacking and/or of poor quality; activities not relevant to content/standards</p>	<p>Variety of activities utilizing quality instructional materials/resources; activities relevant to content/standards</p>	<p>Wide variety of activities that challenge students to construct knowledge; relevant and authentic activities utilizing many resources; all activities relevant to content/standards</p>
	<p><i>Pacing & Timing</i></p> <p>Untimely start of class; no planned transitions; no adjustment of lesson flow; no closure</p>	<p>Class generally begins on time; some transitions; relatively smooth lesson flow; inconsistent use of closure</p>	<p>Class begins on time; effective transitions; seamless lesson flow; consistent lesson closures</p>
Professional Responsibility	<p><i>Clear & Accurate Communication with All Audiences</i></p> <p>Unclear, inappropriate or inaccurate written or oral communication that is not clearly directed to a specific audience</p>	<p>Audible, legible, appropriate language for a specific audience; clarifications readily available</p>	<p>Clear, appropriate, and accurate written and oral language directed to a specific audience</p>
	<p><i>Professional Interactions & Pursuit of Professional Development</i></p> <p>Relationships w/colleagues are negative or self-serving; no involvement in school activities; little or no professional development activities; unprofessional appearance/demeanor</p>	<p>Cordial relationships w/colleagues; participates in school activities when asked; participates in some convenient professional development activities; generally professional appearance/demeanor</p>	<p>Supportive/cooperative relationships w/colleagues; volunteers for & contributes to school activities; seeks opportunities for professional development; consistent professional appearance/demeanor</p>
Professional Responsibility	<p><i>Use of Technology</i></p> <p>Little or minimal use of technology in the classroom</p>	<p>Some use of technology in instruction</p>	<p>Embraces technology as an instructional tool; instructs students in the use of technology and designs activities employing technology</p>
	<p><i>Reflective Practice</i></p> <p>Effectiveness of instruction not articulated or is unclear as to changes needed in instruction</p>	<p>Generally accurate impression of lesson effectiveness; makes a few general suggestions for change</p>	<p>Accurately assesses lesson effectiveness and cites specific examples; makes specific suggestions for improvements for instruction and learning</p>

**KEENE STATE COLLEGE
SECONDARY PRACTICUM, PHYSICAL EDUCATION
FINAL EVALUATION REPORT* - ASSISTING**

Practicum Student: Titus Sarah
Last Name First Name Initial

School: Keene High Grades 9-12 Dates: 11/11 - 4/11

- 1 - does not meet expectations (does not demonstrate or demonstrates infrequently)
- 2 - meets expectations (demonstrates with consistency by the end of the semester)
- 3 - exceeds expectations (demonstrates all or most of the time)
- N/O - not able to observe/assess

PROFESSIONAL BEHAVIOR (NASPE 3.1, 5.3, 10.2)	1	2	3	N/O	PROFESSIONAL ROLE MODELING	1	2	3	N/O
satisfactory attendance/punctuality uses respectful language takes positive approach is safety conscious attends to school policies and procedures			2/3		provides evidence of a physically active lifestyle maintains health enhancing level of fitness show appropriate grooming for professional appearance displays energy, enthusiasm and enjoyment of physical activity			3	

ESTABLISHING AN EFFECTIVE LEARNING ENVIRONMENT (NASPE 2.3, 3.1, 4.1, 4.2, 4.3, 4.4, 4.5, 5.4)	1	2	3	N/O
uses a variety of strategies to promote respect and rapport among students displays enthusiasm and serves as a catalyst for student motivation learns student names and uses them frequently			3	

INSTRUCTION (NASPE 4.1, 4.3, 5.1, 6.8, 6.9, 6.10)	1	2	3	N/O
assists cooperating teacher as needed projects voice adequately for learning environment uses language appropriate to students' level provides effective demonstrations/explanations of motor skills & activities provides effective feedback is responsive to student needs/uses teachable moments *many components from this observation report are taken from Charlotte Danielson's Framework for Effective Teaching			3	

Comments:
Very Good Work in ASSISTING throughout class, Sarah. Nicely Done!

Cooperating Teacher Jean Condon Signature [Signature] Date 4/28/11