**Spring Arbor University Teacher Education Program**

**Professional Dispositions and Skills Instrument**

To be completed by the student at midterm and by all Methods instructors on each student at the end of the semester. Students receiving 1’s & 0’s must meet with the instructor and develop a plan for improvement. Students must also sign the disposition.

**For use beginning Fall 2010**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course (Dept/Number): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Term (Semester/Year): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context (circle one): Required Self Other Purpose (circle one or both): Professional Growth Professional Improvement

This form will be used to document professional development and to identify areas for professional growth and/or improvement where needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Professional – Behavior is displayed frequently and consistently **3** | Acceptable – Behavior is displayed frequently  **2** | Needs Improvement – Behavior is displayed infrequently; professional improvement plan required **1** | Serious Concerns – Behavior displayed is contrary to Spring Arbor’s expectations for professional educators **0** | Not Observed –Behavior not observed **N/O** |

|  |  |  |
| --- | --- | --- |
| **Academically Skilled:** Candidates with this set of dispositions demonstrate foundational skills in communication, literacy, and critical thinking. | **self** | **fac** |
| 1. **Listening:** Listens purposefully and attentively. Uses active listening skills in discussions, values responses of others, integrates and applies information to the teaching and learning process. |  |  |
| 2. **Speaking:** Uses language and grammar appropriately. Conveys ideas clearly and effectively. Voice and elocution create and maintain interest. |  |  |
| 3. **Writing:** Writing is well organized and developed. Relatively error free, clear, with vocabulary appropriate for the audience. |  |  |
| 4. **Reading Fluency:** Demonstrates ability to read aloud with appropriate expression. |  |  |
| 5. **Comprehension:** Constructs meaning and articulates key ideas from readings. |  |  |
| 6. **Research Skills:** Provides reasoned evidence to support positions and opinions. Uses research/standards/data appropriately. |  |  |
| 7. **Analysis and Evaluation:** Exhibits ability to examine closely, to critique, and to ask questions; does not accept the status quo at face value but employs higher level thinking skills to synthesize, discern and/or apply in varying contexts. |  |  |
| 8. **Independent Thinking:** Displays the capacity to envision and craft meaningful and appropriate strategies to address situations. |  |  |
| Comments: | score | score |
| **Caring:** Candidates with this set of dispositions demonstrate that they value and appreciate all aspects of others’ well-being. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors that characterize a set of caring dispositions. | **self** | **fac** |
| 9. **Empathy:** Inclination to identify with, and see things from the perspective of others. |  |  |
| 10. **Compassion:** Sympathy, often with a desire to help relieve the suffering of others. |  |  |
| 11. **Relationships:** Ability to develop appropriate rapport with others. Relates to others in socially acceptable ways. |  |  |
| 12. **Respect:** Shows appropriate regard for the needs, ideas, and experiences of others. |  |  |
| 13. **Passion:** Demonstrates interest, enthusiasm and optimism for the people, content, and context of the teaching/learning process. Body language and vocalizations convey positive attitude and energy. |  |  |
| 14. **Cultural Competence:** Appreciates and values diversity; is aware of and acts to reduce the negative effects of personal biases. Learns from and works with diverse personalities, needs, learning styles, cultures, and backgrounds. |  |  |
| 15. **Open-mindedness:** Exhibits an ability to look at different sides of an issue; considers alternatives to one’s own beliefs and practices. |  |  |
| 16. **Responsiveness:** Attentive to others’ needs; makes an effort to meet the needs of others. |  |  |
| Comments: | score | score |
| **Competent –** Candidates with this set of dispositions demonstrate prerequisite qualities for effective teaching. | **self** | **fac** |
| 17. **Accepts Responsibility for Actions:** Accepts consequences of decisions and actions without excuses; appropriately receives and uses feedback |  |  |
| 18. **Attentive:** Concentrates on others’ communication; takes others’ communication into account. |  |  |
| 19. **Aware:** exhibits “with-it-ness,” which demonstrates awareness of others in the setting, acknowledges others’ needs, and constructs knowledge from others’ actions, questions, and responses to inform decisions. |  |  |
| 20. **Collaboration:** Can assume the role of either leader or equal member of a group and knows when it is appropriate to do so to accomplish goals of the group. Shares responsibility for group work. |  |  |
| 21. **Efficacy:** Nurtures high expectations for self and others, demonstrates self direction and confidence, and empowers others. |  |  |
| 22. **Flexible:** Adapts, adjusts, and modifies practices to meet the needs of others; is comfortable with change. |  |  |
| 23. **Resourceful:** Utilizes resources in effective ways; adapts practices to unforeseen challenges; visualizes and implements novel ideas and practices. |  |  |
| 24. **Initiative:** Proactively pursues solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need; assumes leadership as necessary, responds to situations appropriately. |  |  |
| 25. **Participation:** Contributes positively to discussions, asks relevant questions, and values diverse opinions through tactful interaction. |  |  |
| 26. **Reflection:** Takes time to consistently evaluate effectiveness of personal behavior in terms of the larger goals of education; nurtures reflectivity in others; reflects on own growth and accountability. |  |  |
| Comments: | score | score |
| **Qualified –** Candidates with this set of dispositions demonstrate attributes of a professional educator. | **self** | **fac** |
| 27. **Personal and Professional Ethics and Integrity:** Adheres strongly to high moral principles and ethical standards as expressed in the Michigan Code of Ethics for Teachers. Encourages others to be equally ethical. |  |  |
| 28. **Confidentiality:** Complies with federal, state, and institutional policies relating to confidentiality. |  |  |
| 29. **Presentation of Self:** Exhibits appropriate dress, grooming, demeanor, punctuality, tact, discretion, courtesy, confidence. |  |  |
| 30. **Work Ethic/Responsibility:** Adheres to school policy for teachers; completes professional tasks in a thorough and efficient manner. Seeks feedback and makes changes as necessary. |  |  |
| 31. **Persistence:** Exhibits vigilance, stamina, and endurance; is goal-oriented and understands the willingness to do whatever it takes to create an environment for learning. |  |  |
| 32. **Planning and Delivery:** Work shows care and thoughtfulness, is organized and engaging, meets expectations, and creates a favorable impression. |  |  |
| Comments: | score | score |

**Note:** If a student has a disability as defined under Americans with Disabilities Act (ADA), **and** has filed the required verification documents with the SAU Accommodations Officer in the Academic Student Connections, **and** has granted permission for that information to be shared with appropriate personnel, then some modifications of criteria related to the disability will be considered.

This document and any attachment must be placed in the student’s file **with the signatures of both student and faculty member; all attachment pages must be signed or initialed by both**. If taken at an off-site location, a copy (plus any attachments) must be sent to the School of Education Compliance Officer on the main campus.

**SOE Executive Team Action**

☐ Was action taken? (attach supporting documents)

Date of Action: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SIGNATURES  
ARE  
REQUIRED**

Student’s signature & date (verifying awareness of information in the assessment, and agreement with attached plan)**\***

Professor’s signature & date

**\*If you are receiving this by email please acknowledge receipt by a confirming email which will act as your awareness of information and agreement with the plan.**

**If an email is not received, your receipt, acceptance and agreement will be deemed to have occurred 3 days following transmission of this document to you.**