Kean University, College of Education
Dispositions Instrument

This assessment is designed to provide feedback on Kean University College of Education teacher candidates in clinical placements. The assessment is to be completed by the Student, the Clinical Supervisor AND the Cooperating Teacher; when this instrument is used is determined by the level of clinical placement.

Please complete the entire assessment. The information from this assessment will be used for tracking our interns' preparedness. This assessment provides specific, pertinent and critical information regarding the teacher candidate's progress and performance in skills/attribute areas not generally measured by lesson observations.

Following are the COE pillars and domains upon which this assessment is based. It is important to note that this instrument is one of several (lesson plan rubric, CCI, OCR, KEEP project, etc.) used to measure students' performance, knowledge and skills within the pillars and domains. This instrument and the dispositions could clearly all align within Domain 4. However, the intent was to distribute the dispositions across the five domains, as appropriate. This alignment is not intended to be inclusive of all the descriptors within the domains.

PILLARS
The three pillars (formerly conceptual cornerstones) represent the building blocks for which the College of Education structures our domains and establishes learning outcomes for our educator preparation programs.

- **Equity, Diversity, and Inclusion**
- **Future-Ready, Adaptable, and Life-Long Learners**
- **Holistic Teaching and Learning**

DOMAINS I-V
Domain 1: ***Content Knowledge and Planning for Learning***
Domain 2: ***Environments for Learning***
Domain 3: ***Instructional Practices for Learning***
Domain 4: ***Professional Disposition and Values for Learning***
Domain 5: ***Network for Learning***

Intern Name:

Intern's Program of Study:

Completer Name:

Role of Completer:

Pre-Assessment, Midterm or Final:

Date of Completion:

Domain 1: Content Knowledge and Planning for Learning

1. Oral Expression:

Intern demonstrates appropriate oral communication skills with key constituents such as students, peers, cooperating teacher, clinical supervisor, school/district administration and parents, when applicable. Intern appropriately varies their tone, volume, and language to improve the clarity, accuracy and ease (fluency) of their message. Intern avoids verbal 'fillers' and distracting mannerisms

Emergent: 1.0 **Observable behaviors may include:** The intern:	**Novice: 2.0** **Observable behaviors may include:** The intern:	**Proficient (target) 3.0** **Observable behaviors may include:** The intern:	**Advanced Proficient 4.0** **Observable behaviors may include:** The intern:	Not Observed/ Applicable
• avoids conversations with peers, professionals, families, and community members • has oral and non-verbal gestures that are inappropriate for the educational setting or intended audience • demonstrates poor command of proper grammar and use of language.	• participates in conversations with peers, professionals, families, and community members with prompting • has oral language errors that do not interrupt the meaning • uses non-verbal communications that are not a distraction • is inconsistent in modeling proper grammar and use of language in the classroom and in conversation.	• willingly participates in conversations with peers, professionals, families, and community members • demonstrates an effort to communicate effectively • uses non-verbal communication to convey meaning. • Models proper grammar and use of language in the classroom and in conversations.	• actively facilitates positive conversation with peers, professionals, families and community members. • adapts communication to the situation and uses their voice and gestures in an interesting, appropriate and meaningful way. • uses non-verbal communication to convey meaning. • models proper grammar and use of language in the classroom and in conversations follows up on communication to ensure clarity.	

2. Written Expression:

Intern demonstrates strong and effective written communication skills that help build a shared understanding and partnership with others.

Emergent: 1.0 The intern:	Novice: 2.0 The intern:	Proficient (target) 3.0 The intern:	Advanced Proficient 4.0 The intern:	Not Observed/ Applicable
• fails to communicate accurately causing confusion and additional burdens on others • uses a tone of communication that is inappropriate or informal	• attempts to communicate effectively, but is inconsistent with correct grammar and punctuation • attempts to communicate effectively but the meaning may not demonstrate an awareness of the audience or the situation.	• can express themselves clearly, using language with precision, correct grammar and punctuation with the support of the cooperating teacher and/or supervisor • demonstrates the ability to customize written messages based on the target audience (i.e. – students, families/guardians, colleagues, administration, etc.) with support	• can express themselves clearly, using language with precision, correct grammar and punctuation to effectively deliver the intent of their message. • proactively and independently demonstrates the ability to customize written messages based on the target audience (i.e. – students, families/guardians, colleagues, administration, etc.)	

3. Self-Initiative:

Intern is a model for colleagues and students with respect to self-motivation and self-discipline.

Emergent: 1.0 The intern:	Novice: 2.0 The intern:	Proficient (target) 3.0 The intern:	Advanced Proficient 4.0 The intern:	Not Observed/ Applicable
• is not receptive to utilizing resources to support both their personal and professional growth and development.	• requires prompting and reminders to seek out resources to support both their personal and professional growth and development.	• is receptive to suggestions about appropriate and effective resources (people, books, digital, etc.) to support both their personal and	• seeks out appropriate and effective resources (people, books, digital, etc.) to support both their personal and	

	• has not developed clearly articulated goals even with prompting.	• develops goals with the support of professors, cooperating teacher and supervisor but has limited follow through on the plan to achieve the goals.	professional growth and development. • works collaboratively with professors, cooperating teacher and supervisor to clearly articulate short and long-term goals, as well as a plan to achieve those goals.	professional growth and development. • is proactive with goal setting and clearly articulates short and long-term goals, as well as a plan to achieve those goals	

Domain 2: Environments for Learning	**4. Engagement:** Intern is actively engaged and participating when not in the role as lead instructor in the classroom. The intern focuses on ways to enhance the classroom experience for themselves, the cooperating teacher and the PK-12 learners.				
	Emergent: 1.0 The intern: • routinely is working on unrelated tasks while the teacher is instructing or working in small groups	Novice: 2.0 The intern: • is inconsistent in supporting the classroom teacher; at times working on unrelated tasks while the teacher is instructing or working in small groups	Proficient (target) 3.0 The intern: • engages in classroom instruction and support when prompted by the cooperating teacher • is a positive support to the classroom teacher and readily adapts to situations or responsibilities when asked	Advanced Proficient 4.0 The intern: • consistently present and actively participates in the classroom activities and discussions • is actively engaged in the classroom by grading papers, facilitating small group instruction, observing routines and behavior, taking notes, etc. • seeks out students needing support without prompting	Not Observed/ Applicable
	5. Empathy/Emotional Maturity: The Intern demonstrates sound and reasonable judgment and demonstrates sensitivity when dealing with difficult issues and situations. The intern develops a plan to connect with students and build relationships.				
	Emergent: 1.0 The intern: • demonstrates limited understanding when dealing with sensitive issues related to students' needs • rarely engages in planning effective conflict resolution strategies	Novice: 2.0 The intern: • is present and willing to provide support but serves more as an observer than leader • is patient and professional but takes a support role in the process • consistently asks for support to plan effective conflict resolution strategies	Proficient (target) 3.0 The intern: • works with cooperating teacher to gain a better understanding of students' needs • makes sound decisions on students' needs with guidance and support from cooperating teacher • is patient and professional when interacting with others • asks for support to plan effective conflict resolution strategies	Advanced Proficient 4.0 The intern: • takes steps to connect with students and build relationships that foster an understanding of students' needs. • actively seeks out information on student's background that can support decision making and action plans • uses tone and message that matches body language • maintains control of emotions regardless of circumstances • employs effective conflict resolution strategies	Not Observed/ Applicable
	6. Equity/Diversity: The intern models and fosters respect for all cultures, identities and perspectives in words and actions and demonstrates concern for all learners. Planning and delivery of lessons reflect a clear understanding of diversity among students and the intern effectively integrates diverse cultures, identities and perspectives throughout lessons. The intern seeks to supplement the curriculum to be more inclusive.				

	Emergent: 1.0 The intern:	Novice: 2.0 The intern:	Proficient (target) 3.0 The intern:	Advanced Proficient 4.0 The intern:	Not Observed/ Applicable
	• makes minimal attempt to address the diversity of the student population • demonstrates limited appreciation for languages, communities and experiences that learners bring to the classroom	• is aware of students' differences but consistently delivers instruction the same way for all learners. • does not show evidence of culturally diverse and inclusive resources	• attempts to adjust instruction of learners' strengths and differences but does not consistently plan for this • uses learners' strengths and differences and reflects these needs through special activities • Introduces resources which are culturally diverse and inclusive	• actively facilitates an analysis of learners' strengths and differences and reflects these needs in weekly lesson planning • consistently seeks out opportunities for cross-cultural enhancements to lessons • Implements instructional strategies which model respect and inclusive thinking and discourse.	
Domain 3: Instructional Practices for Learning	**7. <u>Response to Feedback:</u>** Intern willingly accepts feedback by being open and receptive in both tone and body language. The intern works collaboratively with others to improve practice.				
	Emergent: 1.0 The intern:	Novice: 2.0 The intern:	Proficient (target) 3.0 The intern:	Advanced Proficient 4.0 The intern:	Not Observed/ Applicable
	• rarely accepts feedback for suggestions to improve practice • rarely applies feedback in subsequent lessons	• sometimes accepts feedback for suggestions to improve practice • inconsistently applies feedback in subsequent lessons	• positively accepts feedback for suggestions to improve practice • applies feedback in subsequent lessons	• seeks feedback toward professional growth • asks appropriate individuals (cooperating teacher, clinical supervisor, administrator, etc.) for suggestions to improve practice.	
	8. <u>Desire to Improve/Openness to Learn:</u> Intern demonstrates a willingness to implement feedback for the purpose of improving the learning and learning environment for all. Intern adapts to changing environments and learners with a focus on meeting the needs of the students, not their own.				
	Emergent: 1.0 The intern:	Novice: 2.0 The intern:	Proficient (target) 3.0 The intern:	Advanced Proficient 4.0 The intern:	Not Observed/ Applicable
	• disagrees or dismisses suggestions to improve practice • rarely implements suggested strategies, skills and knowledge that can improve practice as an educator and lifelong learner.	• inconsistently implements suggestions to improve practice • inconsistently implements strategies, skills and knowledge that can improve practice as an educator and lifelong learner.	• engages with cooperating teacher and supervisor; listening carefully to suggestions and works through ideas to improve practice and shows some growth in making adjustments • is receptive to strategies, skills and knowledge that can improve practice as an educator and lifelong learner.	• analyzes and reflects on practices that impact student learning to inform planning and consistently makes adjustments in practice for all learners. • actively seeks advice and seeks out strategies, skills, and knowledge to improve their practice	

Domain 4: Professional Disposition and Values for Learning					
	9. Work Ethic: Intern is prepared with lessons planned and materials ready. Intern is organized in thought and planning. Interns manage their time effectively. Interns set goals for themselves and demonstrate effort toward achieving those goals. Intern takes pride in their work and completes tasks in a timely manner.				
	Emergent: 1.0 The intern: • does not complete requirements such as lesson planning, time logs and other requirements both in and out of the classroom even with prompting • has not implemented goals even with prompting.	Novice: 2.0 The intern: • is inconsistent in completing requirements such as lesson planning, time logs and other requirements both in and out of the classroom and needs reminders on deadlines • implements goals with the support of professors, cooperating teacher and supervisor but has limited independent follow through on achieving the goals	Proficient (target) 3.0 The intern: • completes requirements such as lesson planning, time logs and other requirements both in and out of the classroom without prompting from others. • works collaboratively with professors, cooperating teacher and supervisor to clearly implement short and long-term goals.	Advanced Proficient 4.0 The intern: • completes requirements such as lesson planning, time logs and other requirements both in and out of the classroom without prompting from others. • is proactive with goal setting and clearly implements short and long-term goals • reflects on and revises goals based on feedback, observation and/or data driven results	Not Observed/ Applicable
	10. Punctuality/Dependability: The intern models behaviors that demonstrate they can be depended on by all parties to meet the expectations and responsibilities of a clinical intern.				
	Emergent: 1.0 The intern: • does not follow district and/or school guidelines for reporting absences. • does not adhere to Kean university attendance policies • is late and struggles to meet the required hours	Novice: 2.0 The intern: • inconsistently follows the district and/or school guidelines for reporting absences. • Inconsistently adheres to the Kean University attendance policies. • is sometimes late and not always present for the required hours for teachers.	Proficient (target) 3.0 The intern: • follows the district and/or school guidelines for reporting absences. • adheres to the Kean University attendance policies. • is punctual and present for the required hours for teachers.	Advanced Proficient 4.0 The intern: • follows the district and/or school guidelines for reporting absences. • adheres to the Kean University attendance policies. • is punctual and present for the required hours for teachers. • When appropriate or applicable, coordinates absences with cooperating teacher to maintain classroom continuity • Seeks opportunities either before and/or after scheduled hours to support the needs of the cooperating teacher and students	Not Observed/ Applicable
	11. Maintains a professional appearance: Intern dresses appropriately for the setting and interactions in their classroom and school community. Intern dresses in a manner to model success. Intern meets standards of the school/district and Kean dress code policies.				

	Emergent: 1.0 The intern: • dismisses reminders about appearance, attire and cleanliness • does not meet district dress code policy	Novice: 2.0 The intern: • needs two or more reminders regarding appearance, attire or cleanliness • on two or more occasions does not follow the district dress code policy	Proficient (target) 3.0 The intern: • demonstrates pride through appearance, attire and cleanliness • adheres to the district dress code policy	Advanced Proficient 4.0 The intern: • is a role model of professionalism through personal appearance, attire and cleanliness • explicitly discusses and models the benefits of dressing for success with their students (concept of look better/feel better/ do better)	Not Observed/ Applicable
Domain 5: Network for Learning	**12. <u>Collegiality:</u>** Intern demonstrates a willingness to collaborate with others. Intern shares resources and ideas appropriately. Intern is supportive of other professionals in the school/district. Intern follows all district policies and normative practices, and responds to these guidelines in appropriate ways.				
	Emergent: 1.0 The intern: • does not consistently respond to opportunities to work and interact with others • The intern inconsistently attends professional conversations/meetings	Novice: 2.0 The intern: • is open to opportunities to work and interact with others • listens in during professional conversations/meetings but inconsistently engages in dialogue • inconsistently attends all professional meetings that occur within the cooperating teacher's contractual day	Proficient (target) 3.0 The intern: • takes advantage of opportunities to work and interact with others when invited • contributes to professional conversations/meetings when given the opportunity • consistently attends all professional meetings that occur within the cooperating teacher's contractual day	Advanced Proficient 4.0 The intern: • actively seeks out opportunities to work and interact with others • leads positive and professional conversations/meetings when given the opportunity • consistently attends all professional meetings and implements their new knowledge and/or strategies for the benefit of the students in their classroom.	Not Observed/ Applicable
	13. <u>Maintains professional interactions:</u> Intern models behavior that builds community and respect in the classroom by developing appropriate relationships with the students, teachers, administrators and parents/guardians. Intern positively contributes to the classroom culture and the relationships with their cooperating teacher, clinical supervisor and peers.				

	Emergent: 1.0 The intern: • does not set clear and consistent boundaries within the classroom to keep teacher-student relationships professional • does not model respectful language and discourse	Novice: 2.0 The intern: • occasionally sets clear and consistent boundaries within the classroom to keep teacher-student relationships professional • inconsistently models respectful language and discourse • attempts to foster a supportive classroom environment • shows courtesy to some members of the school community	Proficient (target) 3.0 The intern: • sets clear and consistent boundaries within the classroom to keep teacher-student relationships professional • models respectful language and discourse • acts with integrity to foster a supportive classroom environment • shows courtesy to all members of the school community	Advanced Proficient 4.0 The intern: • sets clear and consistent boundaries within the classroom to keep teacher-student relationships professional • creates an environment that supports positive and respectful peer to peer interactions in language and discourse • acts with integrity to foster a supportive classroom environment • shows courtesy to all members of the school community • develops and implements activities or projects that fosters parent community engagement	Not Observed/ Applicable
	14. <u>Maintains High Ethical and Professional Standards:</u> Intern maintains professional boundaries with students and colleagues. Intern keeps inappropriate personal life issues out of the classroom. Intern responds promptly to communications. Intern interacts in a respectful, fair and honest manner with all constituents including students, teachers, administration and parents/guardians.				
	Emergent: 1.0 The intern: • betrays confidentiality • displays a pattern of dishonest behavior • does not exert reasonable efforts to protect others from conditions that interfere with learning or impact their health and safety • is not receptive to feedback on actions, decisions and behaviors when it is brought to attention	Novice: 2.0 The intern: • inconsistently maintains confidentiality • usually treats others fairly and equitably • usually exerts reasonable efforts to protect others from conditions that interfere with learning or impact their health and safety • accepts responsibility for actions, decisions and behaviors when it is brought to attention	Proficient (target) 3.0 The intern: • maintains confidentiality • demonstrates kind, caring, and professional interactions • exerts reasonable efforts to protect others from conditions that interfere with learning or impact their health and safety • demonstrates an understanding that actions, decisions and behaviors can affect student learning	Advanced Proficient 4.0 The intern: • maintains confidentiality • demonstrates kind, caring, and professional interactions • implements preventative methods to protect students from conditions that interfere with learning or impact their health and safety • is regarded by the school community as truthful and honest and models positive behaviors consistently	Not Observed/ Applicable