

BELLARMINE UNIVERSITY

Teaching Dispositions Self or Institutional Assessment

Candidate: _____ **Date:** _____ **Program and Certification Area:** _____

- Self Assessment**
 Institutional Assessment
 Transition Pt. 1
 Transition Pt. 2
 Transition Pt. 3

For *self-assessment*, determine a score based on the current level of understanding and/or performance for each of the standards and relevant teaching dispositions by circling the appropriate number for each item. For *institutional assessment*, determine a score based on the current level of understanding and/or performance for each of the standards and relevant teaching dispositions indicated for a particular pathway. A brief rationale for each rating is expected.

- 4/Distinguished** The candidate demonstrates excellent dispositional behaviors needed for effective teaching.
3/Proficient The candidate demonstrates satisfactory dispositional behaviors needed for effective teaching.
2/Apprentice The candidate needs to show improved dispositional behaviors needed for effective teaching.
1/Novice The candidate shows unsatisfactory dispositional behaviors needed for effective teaching.

Knowledge and Skills (KY Teacher Standards)	Operational Behaviors: The teacher . . .
<p>1. <i>Demonstrates Knowledge of Content: The teacher...</i></p> <p>a) Recognizes that subject-matter knowledge is not a fixed body of facts but is complex and ever-evolving</p> <p>b) Appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower</p>	<p>a) Accesses local, state, and national standards to develop content-based teaching objectives</p> <p>b) Uses various methods of inquiry to acknowledge the complex and evolving nature of content; promotes appreciation of multicultural and global perspectives; transcends personal viewpoints to accept and direct various perceptions of content.</p>
<p>Novice (1) Apprentice (2)</p>	<p>Proficient (3) Distinguished (4)</p>

Rationale (Written evidence might include course work, benchmark assessments, field experience, professional semester, etc.):

Knowledge and Skills (KY Teacher Standards)	Operational Behaviors: The teacher . . .
<p>2. <i>Designs and Plans Instruction: The teacher...</i></p> <p>a) Values the development of students' critical thinking, independent problem solving, and performance capabilities</p> <p>b) Values both long term and short term planning</p> <p>c) Believes that plans must always be open to adjustment and revision based on student needs and changing circumstances</p>	<p>a) Develops lesson plans with activities that require application, synthesis, and evaluation; designs choices for performance-based assessments</p> <p>b) Demonstrates organization and attention to detail; articulates broad instructional goals for daily plans and units</p> <p>c) Accepts assessment feedback from evaluators and students and makes necessary changes; exhibits flexibility and ease with spontaneity</p>
<p>Novice (1) Apprentice (2)</p>	<p>Proficient (3) Distinguished (4)</p>

Rationale (Written evidence might include course work, benchmark assessments, field experience, professional semester, etc.):

Knowledge and Skills (KY Teacher Standards)	Operational Behaviors: The teacher . . .
<p>3. <i>Creates and Maintains Learning Climate: The teacher...</i></p> <ul style="list-style-type: none"> a) Creates and supports a positive classroom culture with high expectations for all learners b) Models enthusiasm and provides other forms of motivation c) Believes that all children can learn at high levels and persists in helping all children achieve success d) Reflects sensitivity to community, family, and cultural difference e) Makes students feel valued for their potential as people and helps them learn to value each other f) Respects the privacy of students and confidentiality of information 	<ul style="list-style-type: none"> a, b) Praises appropriate behavior and addresses inappropriate behavior; uses affirming language to demonstrate a belief in the ability of all students to succeed; speaks with animation and sincerity; uses welcoming words and gestures with all students. c) Provides structure for extra academic assistance (tutoring, before or after school conferencing, extended deadlines, differentiated instruction); designs and implements individual behavior systems for students with special needs. d, e, f) Articulates expectations for community-focused language and behavior; stops inappropriate or insensitive comments about differences; displays professional behavior that never includes violation of confidences, gossiping, or shifting responsibility.
Novice (1)	Apprentice (2)
Proficient (3)	Distinguished (4)

Rationale (Written evidence might include course work, benchmark assessments, field experience, professional semester, etc.):

Knowledge and Skills (KY Teacher Standards)	Operational Behaviors: The teacher . . .
<p>4. <i>Implements and Manages Instruction: The teacher...</i></p> <ul style="list-style-type: none"> a) Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. b) Understands the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. c) Values the many ways in which people seek to communicate and encourages many modes of communication in the classroom d) Values the structural components of lesson fluency, student engagement, and the instructional cycle 	<ul style="list-style-type: none"> a, b) Implements lesson plan by linking learning to prior knowledge and real life; models skills, uses guided and independent practice, and checks for learning. a, b, c) Differentiates instruction for cultural diversity, learning styles, and special needs; integrates knowledge across disciplines; guides social behavior and encourages and models team membership. d) manages time effectively, engages all students equitably, paces lesson appropriately.
Novice (1)	Apprentice (2)
Proficient (3)	Distinguished (4)

Rationale (Written evidence might include course work, benchmark assessments, field experience, professional semester, etc.):

Knowledge and Skills (KY Teacher Standards)	Operational Behaviors: The teacher . . .
<p>5. <i>Assesses and Communicates Learning Results: The teacher...</i></p> <ul style="list-style-type: none"> a) Uses students' strengths as a basis for growth and their errors as an opportunity for learning b) Appreciates individual variation within each area 	<ul style="list-style-type: none"> a) Uses a variety of assessment tools, both formal and informal; systematically collects, maintains, and analyzes assessment data to identify areas of strength and areas for

<p>of development, shows respect for the diverse talents of all learners, and is committed to helping them develop self-confidence and competence</p> <p>c) Values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.</p>	<p>improvement; uses data analysis to develop additional areas of instruction.</p> <p>b) Uses multiple assessments to address diversity, learning styles, multiple intelligences, and special needs; uses rubrics and/or scoring guides to guide student learning.</p> <p>c) Uses analysis of ongoing assessment data to plan instruction and monitor student performance; understands that student learning increases when formative assessment is linked to lesson objectives and when summative assessment is linked to formative assessment.</p>		
Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)

Rationale (Written evidence might include course work, benchmark assessments, field experience, professional semester, etc.):

Knowledge and Skills (KY Teacher Standards)	Operational Behaviors: The teacher . . .		
<p>6. <i>Demonstrates Implementation of Technology: The teacher...</i></p> <p>a) Commits to learning about and implementing new technology to increase student learning</p>	<p>a) Utilizes hardware and software to communicate, enhance instructional activities, maintain assessment records, and investigate information;</p> <p>b) Seeks out and uses assistive and adaptive technological tools to increase student learning;</p> <p>c) Teaches and models ethical and legal use of technology.</p>		
Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)

Rationale (Written evidence might include course work, benchmark assessments, field experience, professional semester, etc.):

Knowledge and Skills (KY Teacher Standards)	Operational Behaviors: The teacher . . .		
<p>7. <i>Reflects and Evaluates Teaching and Learning: The teacher...</i></p> <p>a) Commits to reflection, assessment, and learning as an on-going process</p> <p>b) Exhibits independent and professional behavior in regard to communication, preparation, and growth</p> <p>c) Gives and receives help</p> <p>d) Recognizes responsibility for engaging in and supporting appropriate professional practices for self and colleagues</p>	<p>a) Assesses and analyzes lessons and uses data to make instructional changes.</p> <p>b) Participates in school activities and organizations; communicates effectively with school community.</p> <p>c) Accepts proactive critiques and assistance from school and university personnel and provides proactive critiques and assistance to school and university personnel.</p> <p>d) Maintains professional integrity by treating members of the school community equitably, keeping student information confidential, utilizing time management techniques, and advocating for self and others.</p>		
Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)

Rationale (Written evidence might include course work, benchmark assessments, field experience, professional semester, etc.):

Knowledge and Skills (KY Teacher Standards)		Operational Behaviors: The teacher . . .	
8.& 10. <i>Engages in Professional Collaboration/Leadership: The teacher...</i>		a) Shares responsibilities, attends meetings and classes on time, follows established timelines, follows through and completes assigned or voluntary tasks.	
a) Values planning as a collegial activity		b) Demonstrates leadership in the school community; exercises tolerance for others and their perspectives.	
b) Consults with other adults regarding the education and well-being of students		c) Interacts and consults with members of the school and community to initiate improved school climate and professional environment.	
c) Using leadership skills, works with other professionals and community leaders to improve the overall learning environment for students			
Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)

Rationale (Written evidence might include course work, benchmark assessments, field experience, professional semester, etc.)

Knowledge and Skills (KY Teacher Standards)		Operational Behaviors: The teacher . . .	
9. <i>Engages in Professional Development: The teacher...</i>		a) Develops and follows a long term professional growth plan; uses reflection to implement and revise growth plan.	
a) Commits to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline		b) Subscribes to professional journals and/or organizations; uses technology or other media to keep current in field; uses professional network to refine instruction for individual or group needs.	
b) Commits to seeking out, developing, and continually refining practices that address the individual and collective needs of students			
Novice (1)	Apprentice (2)	Proficient (3)	Distinguished (4)

Rationale (Written evidence might include course work, portfolio development, field experience, student teaching, etc.):

Comments:

(For Institutional Assessment Use Only)

Evaluator for Institutional Assessment _____ Date _____

Are there areas for intervention/remediation in the institutional assessment? ____ Yes ____ No

If yes, please briefly explain below: