

Rhode Island College FSEHD Dispositions Assessment Criteria

A FIELD-BASED ASSESSMENT (and for Student's SELF REFLECTION)

This dispositions assessment is administered at least three times in the FSEHD student's career: entry, midpoint, and near completion. It is completed by the student, a college supervisor, and a clinical supervisor at each point.

NAME of Student/Teacher Candidate: _____ NAME of Evaluator: _____ DATE: _____

RATING SCALE: Scores may be drafted using this sheet but must be entered online in Chalk and Wire: www.chalkandwire.com/ric					
N/A - I have not had enough opportunity to observe this disposition for this Candidate (Candidate = Teacher Candidate = TC = RIC Student)					
1 NEEDS SUPPORT - Candidate is still learning how to use these skills					
2 EMERGING - Candidate is confident in some of these skills but is working on others					
3 TARGET - Candidate practices these skills in their educational and professional settings without prompting					
4 EXEMPLARY - Candidate models these skills in their educational and professional settings and is recognized as a leader					
Dispositions and Associated Indicators as evidenced by behaviors such as, but not limited to:	N/A Not enough opportunity to observe this.	1 NEEDS REMEDI- ATION	2 EMERGING	3 TARGET	4 EXEMPLARY
Section 1: CRITICAL REFLECTION SKILLS					
#1/20 Self-reflection for growth/improvement	N/A	1	2	3	4
<input type="checkbox"/> Recognizes strengths and weaknesses <input type="checkbox"/> Willingness to share what they see as a problem <input type="checkbox"/> Considers how they would approach situation differently <input type="checkbox"/> Seeks supervision and feedback, sets goals and monitors <input type="checkbox"/> Receives and takes action on constructive feedback <input type="checkbox"/> Asks questions to further growth and learning	Comments:				
#2/20 Critical thinking	N/A	1	2	3	4
<input type="checkbox"/> Moves beyond 'what' to 'why' <input type="checkbox"/> Considers various sources of information in analysis <input type="checkbox"/> Questions self and world <input type="checkbox"/> Applies learned information to situations in new ways <input type="checkbox"/> Thinks deeply about situations/challenges learnings <input type="checkbox"/> Problem solves within situations	Comments:				
#3/20 Resourcefulness	N/A	1	2	3	4
<input type="checkbox"/> Demonstrates knowledge of where/how to find answers to questions in a way that is based on best practice <input type="checkbox"/> Shows flexibility - ability to see where change is needed and make it happen <input type="checkbox"/> Is able to revise plans to meet change and still meet original outcomes <input type="checkbox"/> Demonstrates knowledge of existing resources and finds or creates additional resources <input type="checkbox"/> Accommodates needs and innovates when the unexpected happens <input type="checkbox"/> Uses others' ideas to create new innovation	Comments:				
#4/20 Critical consciousness	N/A	1	2	3	4
<input type="checkbox"/> Listens to colleagues and community in building connections <input type="checkbox"/> Is able to connect to multiple/credible possibilities of influence <input type="checkbox"/> Is able to stay in the moment and recover when answers are not easy or clear <input type="checkbox"/> Is able to continually examine events as they occur	Comments:				

<ul style="list-style-type: none"> <input type="checkbox"/> Identifies specifics “in the now” in the case of integrity/injustice to better understand ultimate/proximate causes in order to seek remedy <input type="checkbox"/> Seeks alternative explanations for student behaviors or responses (i.e. not just “failure”) 	
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Section 2: COLLABORATION SKILLS

Dispositions and Associated Indicators as evidenced by behaviors such as, but not limited to:	N/A Not enough opportunity to observe this.	1 NEEDS REMEDIATION	2 EMERGING	3 TARGET	4 EXEMPLARY
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#5/20 <i>Accepting constructive criticism</i>	N/A	1	2	3	4
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<ul style="list-style-type: none"> <input type="checkbox"/> Openness to feedback <input type="checkbox"/> Listens without defensiveness <input type="checkbox"/> Asks follow up or clarifying questions <input type="checkbox"/> Takes responsibility <input type="checkbox"/> Seeks opportunity to implement feedback <input type="checkbox"/> Demonstrates changes in personal and professional behaviors 	Comments:				
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#6/20 <i>Effective communication</i>	N/A	1	2	3	4
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<ul style="list-style-type: none"> <input type="checkbox"/> Is able to actively listen <input type="checkbox"/> Makes minimal errors in written communication <input type="checkbox"/> Is clear and precise in giving instructions <input type="checkbox"/> Changes communication patterns style, content, language, to meet communicative partner <input type="checkbox"/> Even in difficult conversations, is able to present own view and hear other side’s perspective <input type="checkbox"/> Provides consistent and timely contact with supervisor 	Comments:				
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#7/20 <i>Adaptability</i>	N/A	1	2	3	4
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<ul style="list-style-type: none"> <input type="checkbox"/> Seeks opportunities to do things differently <input type="checkbox"/> Adjusts to meet the needs of learners <input type="checkbox"/> When new information is present, quickly and appropriately prioritizes next steps <input type="checkbox"/> Is willing to change from what is already planned when indicated <input type="checkbox"/> Is open to try something new <input type="checkbox"/> Has own perspective, but takes in new information 	Comments:				
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#8/20 <i>Openness/willingness to have dialogs/critical conversations</i>	N/A	1	2	3	4
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<ul style="list-style-type: none"> <input type="checkbox"/> Actively listens to peers <input type="checkbox"/> Self reflects on bias <input type="checkbox"/> Receives others’ perspectives without trying to convince <input type="checkbox"/> Seeks opinions of others, asks “What do you think? Do you agree or disagree?” <input type="checkbox"/> Addresses both plus and minus of situations <input type="checkbox"/> Approaches conflict in an open, engaged manner 	Comments:				
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Section 3: SOCIAL EMOTIONAL COMPETENCIES

Dispositions and Associated Indicators as evidenced by behaviors such as, but not limited to:	N/A Not enough opportunity to observe this.	1 NEEDS REMEDIATION	2 EMERGING	3 TARGET	4 EXEMPLARY
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#9/20 <i>Self awareness and self management</i>	N/A	1	2	3	4
<input type="checkbox"/> Reflects on how he/she is perceived <input type="checkbox"/> Demonstrates awareness of how others are impacted by own actions <input type="checkbox"/> Articulates strengths and areas for growth <input type="checkbox"/> Is able to maintain self-control in difficult situations <input type="checkbox"/> Asks for help when needed <input type="checkbox"/> Maintains clear boundaries	Comments:				
#10/20 <i>Social awareness</i>	N/A	1	2	3	4
<input type="checkbox"/> Is aware of other's feelings <input type="checkbox"/> Knows when to speak and when not to <input type="checkbox"/> Demonstrates appropriate behavior based on context <input type="checkbox"/> Understands professional distance between various relationships in professional settings (i.e. student-teacher) <input type="checkbox"/> Uses language consistent with group communications <input type="checkbox"/> Recognizes and responds to needs of others	Comments:				
#11/20 <i>Relationship skills</i>	N/A	1	2	3	4
<input type="checkbox"/> Actively engages others <input type="checkbox"/> Shows respect to others <input type="checkbox"/> Attends to the person before the information <input type="checkbox"/> Is able to work with diverse group of colleagues and students <input type="checkbox"/> Works well on teams <input type="checkbox"/> Builds strong connections within community of practice	Comments:				
#12/20 <i>Responsible decision-making</i>	N/A	1	2	3	4
<input type="checkbox"/> Uses professional standards to guide decisions <input type="checkbox"/> Incorporates broad understandings to make informed decisions <input type="checkbox"/> Considers other's needs as well as own <input type="checkbox"/> Evaluates possible consequences (including both benefits and costs) before acting <input type="checkbox"/> Seeks guidance on decisions that are high stakes to gain additional perspective <input type="checkbox"/> Accepts responsibility for decisions	Comments:				
Section 4: CULTURAL COMPETENCIES/DIVERSITY (dis)/EQUITY					
Dispositions and Associated Indicators as evidenced by behaviors such as, but not limited to:	N/A Not enough opportunity to observe this.	1 NEEDS REMEDIATION	2 EMERGING	3 TARGET	4 EXEMPLARY
#13/20 <i>Cultural self-awareness</i>	N/A	1	2	3	4
<input type="checkbox"/> Understand how own family and life experiences influences work <input type="checkbox"/> Understands and responds to other perspectives and respect with equal value to their own <input type="checkbox"/> Acknowledges experiential limits	Comments:				

<input type="checkbox"/> Readily shares oneself regarding backgrounds, experiences, etc. <input type="checkbox"/> Seeks understanding of cultural differences <input type="checkbox"/> Reflects on self/experiences/privileges in any given situation					
#14/20 <i>Valuing diversity and cultural exploration</i>	N/A	1	2	3	4
<input type="checkbox"/> Is open to learning from others with different perspectives and experiences <input type="checkbox"/> Is committed to learning on own about culture(s) one will be interacting with <input type="checkbox"/> Demonstrates awareness of cultural expectations of those working with <input type="checkbox"/> Seeks experiences that are different from what they are accustomed to <input type="checkbox"/> Accepts differences in those around him/her <input type="checkbox"/> Uses culturally responsive practices	Comments:				
#15/20 <i>Commitment to equity</i>	N/A	1	2	3	4
<input type="checkbox"/> Speaks up for an observable injustice <input type="checkbox"/> Demonstrates understanding that fairness does not mean everyone "gets the same" but that everyone gets what they need <input type="checkbox"/> Seeks resources for those under-represented and high poverty <input type="checkbox"/> Analyzes resources to identify and address bias in materials used <input type="checkbox"/> Encourages all students to have voice <input type="checkbox"/> Holds high expectations for all students	Comments:				
#16/20 <i>Advocacy</i>	N/A	1	2	3	4
<input type="checkbox"/> Share resources/knowledge <input type="checkbox"/> Promotes programs/services to meet needs <input type="checkbox"/> Joins state and national organizations to support profession <input type="checkbox"/> Stays aware of ever-changing political influences at the local, state and national level <input type="checkbox"/> Supports student actions <input type="checkbox"/> Stands up for what they believe in	Comments:				
Section 5: PROFESSIONAL WORK HABITS					
Dispositions and Associated Indicators as evidenced by behaviors such as, but not limited to:	N/A Not enough opportunity to observe this.	1 NEEDS REMEDIATION	2 EMERGING	3 TARGET	4 EXEMPLARY
#17/20 <i>Professional presentation/appearance</i>	N/A	1	2	3	4
<input type="checkbox"/> Maintains professional presentation at all times on site <input type="checkbox"/> Meets appropriate dress code for site <input type="checkbox"/> Uses professional language <input type="checkbox"/> Maintains appropriate personal boundaries with colleagues, students and supervisors <input type="checkbox"/> Limits phone and other technology use to work-related tasks <input type="checkbox"/> Social media presence conforms to site and college guidance	Comments:				
#18/20 <i>Time management</i>	N/A	1	2	3	4
<input type="checkbox"/> Arrives on-time and ready to begin <input type="checkbox"/> Adheres to site and college schedule <input type="checkbox"/> Meets deadlines	Comments:				

<input type="checkbox"/> Aware of time needed to complete tasks <input type="checkbox"/> Plans ahead to manage competing needs <input type="checkbox"/> Uses good pacing in scheduled activities					
#19/20 Initiative	N/A	1	2	3	4
<input type="checkbox"/> Displays enthusiasm <input type="checkbox"/> Is willing to go beyond what is expected <input type="checkbox"/> Identifies learning opportunities <input type="checkbox"/> Seeks solutions independently but asks for help when needed <input type="checkbox"/> Volunteers for tasks <input type="checkbox"/> Shares new learnings with others	Comments:				
#20/20 Adherence to ethics	N/A	1	2	3	4
<input type="checkbox"/> Understands and abides by all college and site policies <input type="checkbox"/> Honors privacy and confidentiality in verbal and written communication/documentation of work <input type="checkbox"/> Displays knowledge of & adherence to mandated reporter laws <input type="checkbox"/> Displays knowledge of & adherence to professional code of conduct <input type="checkbox"/> Turns in authentic work products that are consistent with best practice <input type="checkbox"/> Questions when others act in unethical manner	Comments:				

OVERALL COMMENT: