

# **Appendix 8.7: School Social Work Specialization Objectives**

**Professional Disposition Form  
Rubric to assess portfolio**



**Teacher Candidate Disposition Assessment**  
**Department of Teaching and Learning      College of Education and Human Development - University of Louisville**

Candidate \_\_\_\_\_ Program \_\_\_\_\_ Date \_\_\_\_\_ Context/Setting: University \_\_\_ or B-12 School \_\_\_ Rater \_\_\_\_\_

UofL students who are in pre-service teaching roles are expected to contribute to the creation of a positive and effective climate with peers, teachers and UofL faculty in field placements and UofL courses through professional dispositions and behaviors. Please rate the student, based on your observations and interactions with him or her. The letters below each statement on the left correspond to statements in the middle column entitled “Dispositions of a Professional Preservice Teacher.” Professors: address only the dispositions with BOLD CAPITAL LETTERS. Mentor teachers, liaisons, UofL supervisors: address all dispositions! For each statement 1-12, check (✓) your overall rating of Outstanding, Acceptable, or Needs Improvement. When you ✓ Needs Improvement, also circle the letter(s) corresponding to behaviors/dispositions which Need Improvement. And, write comments in the space provided. [NOTE: A rating of Acceptable or higher for all 12 statements at the end of the semester prior to student teaching is required to qualify for student teaching.]

We appreciate your opinion, feedback, and willingness to assess and report on the candidate’s disposition and performance!

The candidate ... ↓	↓ Dispositions of a <u>Professional</u> Teacher Candidate ↓	Rating ↓
<p><b>1. Develops positive relationships with peers, teachers and others, and works collaboratively with them.</b> a b c d e f G H</p> <p>Comments:</p>	<p>a. Seeks to become acquainted with school faculty and staff  b. Attends faculty and staff/team/department meetings and provides input when appropriate  c. Participates in parent-teacher conferences, school events and field trips as appropriate  d. Collaborates with school personnel who impact student learning (e.g. special educators, ESL teachers, etc)  e. Plans jointly with mentor teacher  f. Evaluates, plans, and discusses ways to improve teaching with others in the field  <b>G. Seeks opportunities to encourage and support others</b>  <b>H. Contributes equitably and meaningfully to collaborative projects and activities</b></p>	<p>___ Outstanding</p> <p>___ Acceptable</p> <p>___ Needs Improvement</p>
<p><b>2. Develops positive relationships with students and families.</b> a b c d e f</p> <p>Comments:</p>	<p>a. Knows students as individuals  b. Respects and supports students and their families  c. Works equitably with all students  d. Works to be a positive role model  e. Provides feedback that creates a positive atmosphere  <b>f. Is actively involved with all students when teaching, interacting positively and encouraging participation</b></p>	<p>___ Outstanding</p> <p>___ Acceptable</p> <p>___ Needs Improvement</p>

<p><b>3. Respects and affirms students' differences and potential; believes that all students can learn.</b> a b c d E F</p> <p>Comments:</p>	<p>a. Attends/contributes to IEP meetings (as appropriate) b. Seeks input from available supporting personnel (e.g. Family Resource Center, Youth Services Center) c. Uses appropriate verbal and nonverbal communication to engage students d. Analyzes student work and other data to become informed about individual student strengths and needs <b>E. Is open-minded and avoids stereotyping of students or groups – in field placements and UofL classes.</b> <b>F. Addresses the diverse needs of students, including exceptionalities, multiple intelligences, learning styles, English language learners, and gifted and talented students</b></p>	<p>___ Outstanding</p> <p>___ Acceptable</p> <p>___ Needs Improvement</p>
<p><b>4. Is prompt, prepared, and organized.</b> a b C D</p> <p>Comments</p>	<p>a. Arrives at school promptly, prepared for the day's activities b. Keeps materials organized; uses time appropriately  <b>C. When changes in schedule arise, communicates circumstances with mentor, liaison/university supervisor and/or UofL faculty as soon as possible via telephone/email</b> <b>D. Follows established school and UofL policies and procedures – including attendance</b></p>	<p>___ Outstanding</p> <p>___ Acceptable</p> <p>___ Needs Improvement</p>
<p><b>5. Is dependable; follows through with responsibilities.</b> A B C D</p> <p>Comments:</p>	<p><b>A. Submits assignments on time (e.g. lesson plans, solo teaching plans, portfolios, UofL assignments)</b> <b>B. Follows through with commitments to colleagues and faculty in school and at UofL</b> <b>C. Comes to meetings and UofL classes prepared to contribute (e.g. with written ideas and suggestions)</b> <b>D. Takes responsibility for meeting program, degree and certification requirements</b></p>	<p>___ Outstanding</p> <p>___ Acceptable</p> <p>___ Needs Improvement</p>
<p><b>6. Demonstrates the attitude and capacity to do the daily work of teaching.</b> a b c d E F G</p> <p>Comments:</p>	<p>a. Engages positively with students, using a sense of humor as appropriate b. Treats students respectfully (e.g. is patient, considerate, makes eye contact, attentive) c. Talks individually with students when appropriate d. Affirms student success <b>E. Maintains positive attitude; avoids gossip in school and university settings</b> <b>F. Attends to the task(s) at hand; avoids side conversations</b> <b>G. Demonstrates enthusiasm, stamina, perseverance, self-confidence and a positive demeanor</b></p>	<p>___ Outstanding</p> <p>___ Acceptable</p> <p>___ Needs Improvement</p>
<p><b>7. Demonstrates self-direction and self – motivation; can work independently.</b> a b c</p> <p>Comments:</p>	<p>a. Follows instructions independently b. Shows desire to learn and teach c. Demonstrates flexibility (e.g. responds positively to unexpected changes)</p>	<p>___ Outstanding</p> <p>___ Acceptable</p> <p>___ Needs Improvement</p>

<p><b>8. Demonstrates initiative and/or leadership.</b> a b c D E</p> <p>Comments:</p>	<p>a. Eagerly asks to plan new lessons and activities b. Asks for greater responsibility in implementing classroom activities/teaching and routines c. Takes initiative in the classroom; assists without being asked <b>D. Volunteers in field placements and UofL classes</b> <b>E. Assumes leadership roles in field placements and UofL classes</b></p>	<p>___ Outstanding ___ Acceptable ___ Needs Improvement</p>
<p><b>9. Seeks and is open to new information, strategies, and perspectives; is curious.</b> a b c D E F</p> <p>Comments:</p>	<p>a. Attends activities/workshops or other meetings to hear various perspectives b. Seeks the advice of mentor, liaison/university supervisor, and veteran teachers c. Tries new strategies in the classroom when given the opportunity <b>D. Thoughtfully considers perspectives different from his/her own</b> <b>E. Explores resources (e.g. professional libraries, educational journals, books, Internet)</b> <b>F. Asks questions and contributes positively to UofL course discussions</b></p>	<p>___ Outstanding ___ Acceptable ___ Needs Improvement</p>
<p><b>10. Reflects accurately about own behavior, attitudes, performance, impact on others, and makes necessary changes.</b> a B C D</p> <p>Comments</p>	<p>a. Accurately identifies personal strengths and weaknesses (e.g. a professional growth plan) <b>B. Shows deliberate and consistent effort toward improvement</b> <b>C. Reflects with mentor/university supervisor/university professor on lesson planning and execution, and other classroom activities</b> <b>D. Exhibits needed changes</b></p>	<p>___ Outstanding ___ Acceptable ___ Needs Improvement</p>
<p><b>11. Seeks and accepts feedback; makes necessary changes.</b> A B C</p> <p>Comments:</p>	<p><b>A. Asks for and implements suggestions/advice from mentor, liaison/university supervisor and /or UofL faculty</b> <b>B. Accepts constructive criticism with a positive attitude (without becoming defensive)</b> <b>C. Thoughtfully considers feedback from others</b> <b>D. Exhibits needed changes</b></p>	<p>___ Outstanding ___ Acceptable ___ Needs Improvement</p>
<p><b>12. Projects a professional image in dress and behavior.</b> a b c D E</p> <p>Comments:</p>	<p>a. Maintains appropriate appearance for an adult teaching in the assigned school b. Follows safety policy and procedural rules of the school c. Acts as a representative of the school during school hours and during school events <b>E. Speaks and acts positively about the teaching profession</b> <b>F. Demonstrates standard English in oral and written communication when teaching and when interacting with mentor, liaison/university supervisor, and other professionals</b></p>	<p>___ Outstanding ___ Acceptable ___ Needs Improvement</p>

Rater's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's signature \_\_\_\_\_

**Appendix B: Portfolio Grading Rubric (10 Points)**

8 or higher = pass

< 8 = Fail

Portfolios may include reflective journal entries, products from problem-solving projects completed in schools and classrooms, essays and research papers, evidence of students’ work in school, professional development reports, or video tapes of practice. The portfolios must include their completed program planning sheet and documents that support proficiency in at least 10 of the SSWS standards.

	<b>Outstanding</b>	<b>Average</b>	<b>Needs Improvement or unacceptable</b>
<b>Criteria:</b> The portfolio is organized neatly. <b>(20%)</b>	The organization is outstanding. (2-3 points)	The organization is average. (1-1.99 points)	The organization needs improvement (0-.99 points)
<b>Criteria:</b> The artifacts demonstrate initial mastery of the standard. <b>(70%)</b>	The reflections are extremely comprehensive and insightful. (6-7 points)	The reflections are comprehensive and insightful. (4-5.99- points)	The reflections are not comprehensive and/or insightful. (0-3.99 points)