


University of Vermont College of Education & Social Services  Making a Difference Professional Attributes & Dispositions Assessment				Date: 5-2-16		Class: EDSC 226					
				Intern/Student: Cydney Williams							
				School/Classroom Site/Agency: ADL Middle School, Essex Junction, VT							
				Person(s) Completing Assessment: Erika White							
1		2		3		4		5		NA- Not applicable or observable during this experience	
Professional Practice	Acute Area of Concern	Emergent	Satisfactory	Score	Comments						
Collegiality	Unable or unwilling to share or exchange ideas and materials with others.	Not fully capable of, or reluctant to share and exchange ideas and materials with others.	Shares and exchanges ideas and materials with others.	5							
Policies and Practices	Lacks awareness of school policies and practices or unwilling to follow school/university policy and practices. (e.g., confidentiality, FERPA, student discipline).	Is aware of school policies and practices but does not follow them consistently. (e.g., confidentiality, FERPA, student discipline).	Is aware of school policies and practices and adequately follows school/university policies/practices consistently. (e.g., confidentiality, FERPA, student discipline).	5							
Reliability	Fails to complete assigned tasks or duties.	Inconsistently completes assigned tasks or duties. Sometimes needs to be reminded.	Anticipates and attends to assigned tasks and duties without prompting.	5							
Interpersonal Skills	Makes statements or comments about students, families, faculty and/or staff that are inappropriate and/or unprofessional. Appears unaware of and/or is insensitive to cultural differences.	Interactions with students, families faculty and/or staff are professional, positive and demonstrates awareness of cultural differences.	During interactions with students, families, faculty and/or staff, always demonstrates professionalism and sensitivity to individual and cultural differences and respect for others' viewpoints. Appropriately addresses and redirects those who display disrespect or insensitivity.	5							
Intrapersonal Skills	Does not demonstrate initiative and depends on others for direction and ideas. Lack of problem solving skills.	Demonstrates some initiative and/or sometimes depends on others for direction and ideas. Some evidence of ability to be proactive and to problem solve.	Demonstrates initiative and seeks others out for direction and ideas. When appropriate is proactive, creative, resourceful and a problem solver.	5							
Professional Appearance	Rarely dresses appropriately. Supervisor frequently provides direct feedback regarding appearance.	Usually dresses professionally and appropriately. There are days, though limited, when dress does not meet school norms.	Dresses professionally/appropriately at all times, meeting school norms.	5							
Attendance	Does not attend regularly or is sometimes late.		Always in attendance, always on time and meets all program expectations.	5							
Communication	Acute Area of Concern	Emergent	Satisfactory	Score	Comments						
Forms of Communication	Does not use a variety of forms of communication: oral, written, and digital.	Occasionally uses a variety of forms of communication: oral, written, and digital.	Uses a variety of forms of communication: oral, written, and digital.	5							
Effectiveness of Communication	Neglects to communicate with students, families, colleagues and/or supervisors and/or uses an inappropriate mode of communication for a given situation.	Generally communicates with students, families, colleagues and/or supervisors, using the appropriate mode of communication for a given situation.	Consistently communicates with students, families, colleagues and/or supervisors using the appropriate mode of communication for a given situation.	5							

1		2	3	4	5	NA- Not applicable or observable during this experience
Written Grammar	Writing (including electronic communication) is frequently unclear and/or disorganized; the candidate lacks grammatical and organizational writing skills.	Concepts and ideas presented in writing (including electronic communication) are sometimes unclear and/or disorganized. There are some spelling and grammatical errors.	Concepts and ideas presented in writing (including electronic communication) are clear and organized. Spelling and grammatical errors are rare.	5		
Content	Language is unprofessional and/or inappropriate.	Language is occasionally unprofessional and inappropriate.	Language is always professional and appropriate.	5		
Oral	Oral expression is inarticulate. Use of vernacular may be common. Voice resonance and/or volume, may be inappropriate. Language is frequently unprofessional and/or inappropriate.	Oral expression is usually articulate. Voice resonance may not always be clear. Language is occasionally unprofessional and/or inappropriate.	Oral expression is articulate. Voice resonance is clear, and intonation and volume are appropriate. Language is always professional and appropriate.	5		
Non-verbal Expression	Regularly uses inappropriate gestures, body movements, facial expressions and body language.	Some use of inappropriate gestures, body movements, facial expressions and body language.	Consistently demonstrates appropriate and professional body language.	5		
Response to Feedback	Appears defensive and unreceptive to feedback. Does not make appropriate changes based on feedback.	Receptive to feedback, but rarely makes adjustments to professional practices.	Receptive to feedback and makes adjustments to professional practice as appropriate.	5		
Teaching Dispositions	Acute Area of Concern	Emergent	Satisfactory		Comments	
Desire to Improve Teaching Performance	Makes little or no effort to improve teaching performance. No evidence of improvement in teaching performance.	Expresses desire to improve teaching performance, but there is little evidence that demonstrates improvements.	Demonstrates desire to improve teaching performance. Teaching performance shows improvement.	5		
Student Learning Potential	Makes negative comments and displays a negative attitude regarding student potential and learning.	Expresses the belief that all students can learn. Examines instructional, assessment and classroom management practices.	Demonstrates, through practice, the belief that all students can learn. Is accountable for student learning by examining instructional, assessment and classroom management practices and uses differentiated instruction to ensure all students can learn.	5		
Diversity	No evidence that the candidate is aware of or comfortable with addressing gender, sexual orientation, race, ethnicity, religion, socioeconomic status or exceptionality in the classroom.	Aware of and sensitive to gender, sexual orientation, race, ethnicity, religion, socioeconomic status and exceptionality in the classroom but addresses in a limited way through instruction, assessment, and classroom management.	Understands and is sensitive to gender, sexual orientation, race, ethnicity, religion, socioeconomic status and exceptionality in the classroom and addresses consistently through instruction, assessment, and classroom management.	5		
Collaboration	Does not work collaboratively with professionals and families to plan and jointly facilitate student learning despite access to opportunities.	Infrequently works collaboratively with professionals and families to plan and jointly facilitate student learning despite access to opportunities.	Regularly works collaboratively with professionals and families to plan and jointly facilitate student learning.	5		