

Marian University School of Education - Department of Curriculum & Instruction Candidate Self-Evaluation of Professional Dispositions				Directions for Teacher Candidates: 1. Please complete the rubric as an overall assessment of your professional dispositions. Select the statement in each row that most accurately describes your current level of performance at this time. You are expected to attain an overall rating of 3 (Meets Expectations) in each area by the time you complete the program but not necessarily when you begin the program. Please explain any rating that is less than 3 in the comment section at the end of this form so goals can be set move to a rating of 3. 2. Return the completed rubric to your Marian University instructor as an attachment or upload it to Marian Online.	
Candidate: Jennifer Nelson Semester/Year: Spring 2012 Date of Evaluation: March 17, 2012					
	Not Evident (0)	Beginning to Develop Toward Expectations of An Experienced Teacher (1)	Developing Toward Expectations of an Experienced Teacher (2)	Meets Expectations of an Experienced Teacher (3)	
Values & Ethics	<input type="checkbox"/> I do not actively participate in school/professional activities <input type="checkbox"/> I do not exhibit a professional demeanor <input type="checkbox"/> I do not demonstrate integrity <input type="checkbox"/> I do not show respect for others	<input type="checkbox"/> I am beginning to participate in school/professional activities <input type="checkbox"/> I am beginning to exhibit a professional demeanor <input type="checkbox"/> I am beginning to demonstrate integrity <input type="checkbox"/> I am beginning to show respect for others	<input type="checkbox"/> I usually participate in school/professional activities <input type="checkbox"/> I usually exhibit a professional demeanor <input type="checkbox"/> I usually demonstrate integrity <input type="checkbox"/> I usually show respect for others	<input checked="" type="checkbox"/> I actively participate in school/professional activities <input checked="" type="checkbox"/> I consistently exhibit a professional demeanor <input checked="" type="checkbox"/> I consistently demonstrate integrity <input checked="" type="checkbox"/> I consistently show respect for others	
Knowledge	<input type="checkbox"/> I do not use current research in coursework	<input type="checkbox"/> I am beginning to use current research in coursework	<input type="checkbox"/> I usually use current research in coursework	<input checked="" type="checkbox"/> I consistently use current research in coursework	
	<input type="checkbox"/> I do not participate in continuous professional development	<input type="checkbox"/> I am beginning to participate in continuous professional development	<input type="checkbox"/> I usually participate in continuous professional development	<input checked="" type="checkbox"/> I consistently participate in continuous professional development	
	<input type="checkbox"/> I do not discuss current research and best practices	<input type="checkbox"/> I am beginning to discuss current research and best practices	<input type="checkbox"/> I usually discuss current research and best practices	<input checked="" type="checkbox"/> I consistently discuss current research and best practices	
Reflection	<input type="checkbox"/> I do not use reflection as a too for professional improvement and transformation	<input type="checkbox"/> I am beginning to use reflection as a tool for professional improvement and transformation	<input type="checkbox"/> I usually use reflection as a tool for professional improvement and transformation	<input checked="" type="checkbox"/> I consistently uses reflection as a tool for professional improvement and transformation	
	<input type="checkbox"/> I do not engage in continuous improvement	<input type="checkbox"/> I am beginning to engage in continuous improvement	<input type="checkbox"/> I usually engage in continuous improvement	<input checked="" type="checkbox"/> I consistently engage in continuous improvement	
	<input type="checkbox"/> I do not document changes in practice as a result of reflection	<input type="checkbox"/> I am beginning to document changes in practice as a result of reflection	<input type="checkbox"/> I usually document changes in practice as a result of reflection	<input checked="" type="checkbox"/> I consistently document changes in practice as a result of reflection	

	Not Evident (0)	Beginning to Develop Toward Expectations of an Experienced Teacher (1)	Developing Toward Expectations of an Experienced Teacher (2)	Meets Expectations of an Experienced Teacher (3)
Collaboration	<input type="checkbox"/> I do not consider collaboration as a component in planning	<input type="checkbox"/> I am beginning to consider collaboration as a component in planning	<input type="checkbox"/> I usually consider collaboration as a component in planning	<input checked="" type="checkbox"/> I consistently consider collaboration as a component in planning
	<input type="checkbox"/> I do not create learning experiences that are inclusive in nature	<input type="checkbox"/> I am beginning to create learning experiences that are inclusive in nature	<input type="checkbox"/> I usually create learning experiences that are inclusive in nature	<input checked="" type="checkbox"/> I consistently create learning experiences that are inclusive in nature
	<input type="checkbox"/> I do not use strategies and practices that reflect differentiation	<input type="checkbox"/> I am beginning to use strategies and practices that reflect differentiation	<input type="checkbox"/> I usually use strategies and practices that reflect differentiation	<input checked="" type="checkbox"/> I willingly use strategies and practices that reflect differentiation
Accountability	<input type="checkbox"/> I do not use assessment results to modify planning	<input type="checkbox"/> I am beginning to use assessment results to modify planning	<input type="checkbox"/> I usually use assessment results to modify planning	<input checked="" type="checkbox"/> I consistently use assessment results to modify planning
	<input type="checkbox"/> I do not align planning to accommodate student needs	<input type="checkbox"/> I am beginning to align planning to accommodate student needs	<input type="checkbox"/> I usually align planning to accommodate student needs	<input checked="" type="checkbox"/> I consistently align planning to accommodate student needs

Comments on ratings below 3: (continue on back if needed)

Candidate Signature: Jennifer Nelson

Date: 3-17-2012