

(used for All Licensure Candidates)

Mount St. Joseph University School of Education - DICE



Dispositional, Instructional, Content-Specific Evaluation for Student Teaching & Practicum Placements

Candidate:	Candidate ID #:	Semester:
Candidate Signature:	Subject:	School Placement:
Course #:	Grade Level:	Instructor Signature:
Mentor Teacher:	This DICE form is from the: (radio button one below)	Supervisor Name:
Mentor Signature:	MENTOR SUPERVISOR	Supervisor Signature:

Observation Details:

Mentor: Student Teaching = 4 observations + FINAL SCORE

Practicum = 2 observations + FINAL SCORE

Supervisor: Student Teaching = 5 observations + FINAL SCORE

Practicum = 2 observations + FINAL SCORE

PART 1 of 3: DISPOSITIONAL SCORES for SCHOOL of EDUCATION TEACHER CANDIDATES
(complete for all licensure areas)

Evidence sources: Lesson plans, lesson materials/resources, lesson observations, conferences with student, conferences with mentor/supervisor.

The School of Education teacher candidate....

<p>SCORING SCALE</p> <p>1 = Unsatisfactory: Fails to demonstrate competency in the disposition; fails to achieve competency over time, even with guided assistance, or there is significant concern with one or several attributes of the disposition.</p> <p>2 = Satisfactory: Demonstrates competency in the disposition; is gaining ability to demonstrate competency independently or with assistance.</p> <p>3 = Outstanding: Exceeds expectations; is adept at demonstrating the disposition consistently over time.</p>						
<i>Dispositions and Attributes</i>	<i>Observation 1 Date:</i>	<i>Observation 2 Date:</i>	<i>Observation 3 Date:</i>	<i>Observation 4 Date:</i>	<i>Supervisor Only Observation 5 Date:</i>	<i>FINAL OVERALL SCORE</i>
<p>Is an effective communicator</p> <p>(InTASC Standards 3f, 3h, 3l, 3q, 3r, 8q, 10d) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Models Standard English ❖ Overall accuracy in academic work, lesson plans, PowerPoints, communiques ❖ Says appropriate things to audience ❖ Projects voice in a clear, confident, effective tone ❖ Evidence of a positive focus in all written and oral communication ❖ Active, engaged, and responsive listener ❖ Asks thoughtful questions and responds respectfully. 						
<p>Takes constructive criticism and feedback and uses it for improvement</p>						

<p>(InTASC Standards 7q, 9k, 9l, 10t) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Maintains a professional demeanor ❖ Exhibits emotional control ❖ Does not overreact ❖ Adjusts actions/ teaching based on feedback and suggestions 						
<p>Establishes a good rapport with students, colleagues, supervisors, mentors, and professors</p> <p>(InTASC Standards 1h, 2m, 2n, 3q, 4p, 7n, 10q) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Friendly ❖ Approachable ❖ Shows interest in others ❖ Openly and actively engages with others that achieves positive interactions 						
<p>Is enthusiastic about one’s academic and clinical work</p> <p>(InTASC Standards 10a, 10f, 10i, 10k) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Seeks solutions to problems ❖ Has high expectations ❖ Takes pride in his/her work ❖ Goes above and beyond requirements and is a model of academic behavior 						
<p>Is ethical in all academic and professional interactions</p> <p>(InTASC Standards 5k, 6v, 9f, 9o) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Maintains professional confidentiality as appropriate ❖ Demonstrates academic honesty ❖ Demonstrates respect for beliefs, views, and needs of others ❖ Is a model for others in ethical behavior 						
<p>Is a caring individual who values and believes in others</p> <p>(InTASC Standards 1k, 2k, 2l, 2n, 2o, 5r, 7o, 8q, 8s, 10q) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Respects diversity 						

<ul style="list-style-type: none"> ❖ Honors and values others ❖ Believes all students can learn ❖ Addresses people appropriately ❖ Demonstrates a willingness to use diplomacy and open to differing opinions 						
<p>Persists in academic, professional, and clinical endeavors</p> <p>(InTASC Standards 2l, 4r, 5q, 6q, 10t) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Perseveres in academic and field work ❖ Successfully completes tasks, even via multiple attempts ❖ Seeks to resolve problems / situations, if necessary 						
<p>Cooperates with others</p> <p>(InTASC Standards 1c, 7o, 10c, 10d, 10n) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Is a team player ❖ Willing to work with others ❖ Helps motivate others 						
<p>Is mature in demeanor and in interactions with others</p> <p>(InTASC Standards 9g, 9i, 9k, 9n, 10k, 10t) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Calm ❖ Is respectful of others ❖ Dresses appropriately for the situation / occasion ❖ Poised ❖ Does not require excessive hand holding 						
<p>Takes responsibility for actions and endeavors</p> <p>(InTASC Standards 1j, 6r, 7p, 9l, 10p, 10s) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Prepared ❖ Does not blame others ❖ Does not make excuses ❖ Demonstrates academic responsibility and efficacy 						

<p>Shows initiative</p> <p>(InTASC Standards 4o, 9d, 9m, 9n, 10i, 10r, 10t) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Asks questions proactively ❖ Independently accomplishes necessary tasks ❖ Proactively tackles challenges or tasks 						
<p>Is confident in one's abilities</p> <p>(InTASC Standards 10f, 10q, 10r, 10s, 10t) (CAEP Std. 1.1)</p> <ul style="list-style-type: none"> ❖ Improvises and takes initiative when needed ❖ Demonstrates a willingness to take risks and overcome challenges 						

Narrative Summary of Dispositions that supports the scores:

- Give your overall impression of the candidate's dispositional strengths and weaknesses
- Make sure to explain thoroughly any concerns you have with the candidate's dispositions

PART 2 of 3: INSTRUCTIONAL SCORES for SCHOOL of EDUCATION TEACHER CANDIDATES
(complete for all licensure areas)

<p>SCORING SCALE</p> <p>0 = Ineffective: Fails to demonstrate minimum competency in the component; little improvement over time, even with guided assistance; or, there is a significant concern with one or several of the attributes of the component.</p> <p>1 = Emerging: Beginning to understand lesson preparation and teaching practices; demonstrates beginning competency in the component.</p> <p>2 = Developing: Understands lesson preparation and teaching practice; is gaining ability to demonstrate performance in the competency.</p> <p>3 = Proficient: Consistently meets expectations for the competency; performance is solid and expected for pre-service teachers.</p> <p>4 = Accomplished: Demonstrates exceptional skills and practices in the competency that are observed in high-performing pre-service teachers.</p>						
Instructional Components and Attributes	Observation 1	Observation 2	Observation 3	Observation 4	Supervisor Only	FINAL OVERALL SCORE
	Date:	Date:	Date:	Date:	Observation 5 Date:	
<p>A. FOCUS FOR LEARNING - [OSTP 4] [INTASC 1, 2, 6, 7] [AMLE 1, 2, 4] [NCTM 1, 2, 3] [NSTA 1, 2, 3] [NCTE I, II] [NCSS 1, 2, 3] [CEC 5] [OH PRIM 1, 2] [NASAD 1, 2a, 2b, 3] [NASM 1, 2, 3b, 3c, 3d2] [EDTPA 1-3, 5, 7-8, 10-13, 15] [OTES 1.0 I] [OTES 2.0 I] [NBPTS 1]</p> <p>Evidence sources: Lesson Plans & Post Conference</p> <p>Candidate provides learning objectives that.....</p> <ul style="list-style-type: none"> ❖ include measurable goals ❖ are aligned to the standards ❖ are developmentally appropriate ❖ reflect a range of student needs ❖ include goals that fit into broader unit, course, and/or school goals 						

<p>B. <u>ASSESSMENT DATA</u> - [OSTP 3] [INTASC 1, 6, 7] [AMLE 4] [NCTM 5] [NSTA 5] [NCTE III, IV, V] [NCSS 3] [CEC 4] [OH PRIM 3] [NASAD 2c, 2g] [NASM 3d3, 3d6, 3e4] [EDTPA 5, 8, 10-13, 15] [OTES 1.0 2] [OTES 2.0 I] [NBPTS 3]</p> <p>Evidence sources: Lesson Plans & Post Conference</p> <p>Candidate provides assessment plans that.....</p> <ul style="list-style-type: none"> ❖ include diagnostic, formative, and summative assessment to evaluate and support student learning. ❖ use a range of quantitative and qualitative assessments. ❖ use assessment data to inform lesson planning and delivery. ❖ use data accurately to identify student strengths and areas for growth. ❖ differentiate assessments according to student learning needs, styles, and abilities. ❖ match the students' needs as evaluated and appropriate for the lesson. 						
<p>C. <u>PRIOR CONTENT KNOWLEDGE / SEQUENCE/ CONNECTIONS</u> – [OSTP 1, 2, 4] [INTASC 1, 4, 5, 7, 8] [AMLE 1, 2, 4] [NCTM 1, 2, 3, 4] [NSTA 1, 2] [NCTE I, II, III, IV] [NCSS 1, 2, 3] [CEC 2, 3] [OH PRIM 1, 3] [NASAD 3e] [NASM 3a8, 4a4, 5a4] [EDTPA 1-3, 5-13, 15] [OTES 1.0 3] [OTES 2.0 I] [NBPTS 1]</p> <p>Evidence sources: Lesson Plans & Post Conference</p> <p>Candidate's.....</p> <ul style="list-style-type: none"> ❖ Lesson incorporates and builds upon prior knowledge of students' diverse cultures, language skills, and experiences: ❖ Lesson prepares students for future learning ❖ Instruction is properly sequenced according to learning standards ❖ Lesson makes real-world connections ❖ Lesson makes connections to other disciplines ❖ Lesson prepares students to apply learning from different content 						

<p>areas to solve problems.</p>						
<p>D. KNOWLEDGE OF STUDENTS – [OSTP 1] [INTASC 1, 2, 7, 8] [AMLE 1, 4] [NCTM 5] [NSTA 5] [NCTE I, II, V] [NCSS 2, 4] [CEC 2] [OH PRIM 1, 4] [NASAD 3a] [NASM 3a6, 3d] [EDTPA 2-3, 5-6, 10, 15] [OTES 1.0 4] [OTES 2.0 II] [NBPTS 1]</p> <p>Evidence sources: Analysis of Student Data, Lesson Plans & Post Conference</p> <p>Candidates’ lessons and instructional practices.....</p> <ul style="list-style-type: none"> ❖ References student development, readiness, learning styles, backgrounds, and prior experiences. ❖ Analyzes student data and connects the data to specific instructional strategies and plans. ❖ Articulate instructional strategies and content informed by knowledge of students’ diverse cultures, language skills, and experiences ❖ Meet needs of individual students and groups of students 						
<p>E. LESSON DELIVERY – [OSTP 2, 4, 6] [INTASC 1, 2, 3, 4, 5, 6, 8] [AMLE 1, 2, 3, 4] [NCTM 1, 2, 3, 4, 6] [NSTA 1, 2, 3, 4] [NCTE I, II, III, IV, V, VI] [NCSS 1, 2, 3, 4] [CEC 3, 5, 7] [OH PRIM 2, 4, 5, 6] [NASAD 2] [NASM 1, 3a2, 3a5, 3d4] [EDTPA 1-3, 5-13, 15] [OTES 1.0 5] [OTES 2.0 III] [NBPTS 2, 4]</p> <p>Evidence sources: Lesson Plans & Lesson Observations</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ❖ Language and strategies are appropriate for grade level 						

<ul style="list-style-type: none"> ❖ Explanations are clear and accurate. ❖ Information is presented in multiple formats to clarify content ❖ Effective questioning and discussion techniques are demonstrated ❖ Include use of technology to enhance learning ❖ Effective balance of teacher-led & student-led lesson activities ❖ Anticipates confusion by presenting information in multiple formats and by clarifying content before students ask questions. 						
<p>F. DIFFERENTIATION - [OSTP 1, 4] [INTASC 1, 2, 3, 4, 5, 6, 7, 8] [AMLE 1, 2, 3] [NCTM 3, 4] [NSTA 2, 3, 5] [NCTE I, II, V] [NCSS 1, 2, 3] [CEC 2, 5] [OH PRIM 5] [NASAD 2c] [NASM 3d1] [EDTPA 1-3, 5-8, 10-12, 13, 15] [OTES 1.0 6] [OTES 2.0 III] [NBPTS 2]</p> <p>Evidence sources: Lesson Plans & Lesson Observations</p> <p>Candidate provides lessons and instruction that.....</p> <ul style="list-style-type: none"> ❖ have a variety of resources and materials ❖ have a variety of effective teaching strategies ❖ provide effective pacing ❖ have evidence of providing an appropriate level of accessibility and challenge for each individual learner. ❖ Learning objectives and individual students' learning goals are met using independent, collaborative, and a whole-class approach to instruction and assessment as necessary. ❖ Students are provided with different ways to demonstrate student mastery or understanding 						
<p>G. RESOURCES – [OSTP 2, 4] [INTASC 2, 3, 4, 5, 7, 8, 9, 10] [AMLE 1, 4] [NCTM 3, 4] [NSTA 2, 3] [NCTE III, IV] [NCSS 3] [CEC 3, 5] [OH PRIM 1, 5] [NASAD 2f] [NASM 3d5] [EDTPA 1-3, 5-13, 15] [OTES 1.0 7] [OTES 2.0 III] [NBPTS 2]</p> <p>Evidence sources: Lesson Plans & Lesson Observations</p> <ul style="list-style-type: none"> ❖ Instructional materials are aligned to instructional purpose ❖ Have a variety of materials and resources, including available technology 						

<ul style="list-style-type: none"> ❖ Include developmentally appropriate materials and resources ❖ Students are actively engaged ❖ Candidate’s use of materials and resources actively engage students in ownership of their learning 						
<p>H. CLASSROOM ENVIRONMENT – [OSTP 1, 5, 6] [INTASC 2, 3] [AMLE 2, 3, 4] [NCTM 6] [NSTA 2, 3, 4] [NCTE I, II, III, IV, V, VI, VII] [NCSS 1, 2, 3, 4] [CEC 2, 4, 7] [OH PRIM 4, 5] [NASAD 1, 2, 3] [NASM 1, 3d1] [EDTPA 2-3, 5-10, 12, 13, 15] [OTES 1.0 8] [OTES 2.0 IV] [NBPTS 3]</p> <p>Evidence sources: Lesson Observations & Post Conference</p> <ul style="list-style-type: none"> ❖ Positive rapport and respectful interactions with students are evident ❖ There are established and communicated routines and procedures ❖ Clear expectations are established and communicated ❖ Student behavior is monitored ❖ Students are encouraged to take responsibility for behavior ❖ Use of available technology enhancements providing access to learning for all students is utilized ❖ Candidate has designed and implemented a classroom management system that is appropriate for classroom and individual needs and used evidence-based strategies to lessen disruptive behaviors and reinforce positive behavior 						
<p>I. ASSESSMENT OF STUDENT LEARNING – [OSTP 3] [INTASC 6] [AMLE 4] [NCTM 5] [NSTA 5] [NCTE III, IV, V] [NCSS 3] [CEC 4] [OH PRIM 3] [NASAD 2c, 2g] [NASM 3d3, 3d6, 3e4] [EDTPA 5, 8, 10-13, 15] [OTES 1.0 9] [OTES 2.0 V] [NBPTS 3]</p> <p>Evidence sources: Lesson Plans, Lesson Observations, & Post Conference</p> <p>Teacher candidates:</p> <ul style="list-style-type: none"> ❖ check for understanding and make adjustments to instruction ❖ use data routinely to identify student strengths and weaknesses 						

<p>and future instruction is modified based on results</p> <ul style="list-style-type: none"> ❖ provide substantive, specific, and timely feedback and routinely checks for understanding ❖ provide students opportunity to self-assess and to identify their own strengths and weaknesses ❖ use student assessment results to reflect on his/her own teaching and monitor teaching strategies and behaviors in relation to student success 						
<p>J. PROFESSIONAL RESPONSIBILITIES – [OSTP 6, 7] [INTASC 9, 10] [AMLE 5] [NCTM 6] [NSTA 6] [NCTE VI, VII] [NCSS 5] [CEC 1, 2] [OH PRIM 6] [NASAD 2h, 3, 4] [NASM 3a7, 3a9, 6] [EDTPA 6, 8-9, 12] [OTES 1.0 10] [OTES 2.0 VI] [NBPTS 4, 5]</p> <p>Evidence sources: Lesson Plans, Observation, & Post Conference</p> <p>Teacher candidates:</p> <ul style="list-style-type: none"> ❖ meet ethical and professional responsibilities and understand their implications in the classroom. ❖ communicate effectively with students ❖ collaborate with colleagues to improve practice ❖ demonstrate an awareness of short- and long-term professional goals based on professional dialogue and analysis of student learning evidence ❖ engage in professional dialogue and other collegial activities (i. e., with instructors, peers, supervisor, and/or mentor teachers) ❖ demonstrate an awareness of short- and long-term instructional and goals and a willingness to adapt and modify actions to improve teaching effectiveness 						

Narrative Summary of Instructional Components that supports the scores:

- Give your overall impression of the candidate’s instructional strengths and weaknesses
- Make sure to explain thoroughly any concerns you have with the candidate’s instructional practices

PART 3 of 3: CONTENT-SPECIFIC SCORES for SCHOOL of EDUCATION TEACHER CANDIDATES
 (complete only one set of components for the candidate’s specific licensure area; for MCE candidates 2 subject areas)

SCORING SCALE						
0 = Ineffective: Fails to demonstrate minimum competency in the component; little improvement over time, even with guided assistance; or, there is a significant concern with one or several of the attributes of the component.						
1 = Emerging: Beginning to understand lesson preparation and teaching practices; demonstrates beginning competency in the component.						
2 = Developing: Understands lesson preparation and teaching practice; is gaining ability to demonstrate performance in the competency.						
3 = Proficient: Consistently meets expectations for the competency; performance is solid and expected for pre-service teachers.						
4 = Accomplished: Demonstrates exceptional skills and practices in the competency that are observed in high-performing pre-service teachers.						
Content-Specific Components and Attributes by Specific Licensure Area	Observation 1	Observation 2	Observation 3	Observation 4	Supervisor Only	FINAL OVERALL SCORE
	Date:	Date:	Date:	Date:	Observation 5 Date:	
FOR EARLY CHILDHOOD P-5 CANDIDATES ❖ Knows and understands young children. ❖ Knows and understands the engagement of families, communities, and partnerships in the learning process. ❖ Engages in the early childhood education profession.						
FOR SPECIAL EDUCATION K-12 M/M & M/I CANDIDATES ❖ Uses knowledge of Ohio Learning standards and a variety of interventions (including academic, strategic, communicative, social, emotional, and independence) to individualize learning for individuals with exceptionalities. ❖ Selects, adapts, and uses a repertoire of evidence-based instructional strategies (including academic, strategic, communicative, social, emotional, and independence) to advance						

<p>learning for individuals with exceptionalities.</p> <ul style="list-style-type: none"> ❖ Collaborates with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. 						
<p>FOR ENGLISH LANGUAGE ARTS MCE 4-9 & AYA 7-12 CANDIDATES</p> <ul style="list-style-type: none"> ❖ Demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts. 						
<p>FOR MATHEMATICS MCE 4-9 & AYA 7-12 CANDIDATES</p> <ul style="list-style-type: none"> ❖ Demonstrates knowledge of content within the field of mathematics for the grade level being taught. ❖ Engages in effective mathematical practice (e.g., solves problems, models mathematical concepts, uses mathematical communication). 						
<p>FOR SCIENCE MCE 4-9 & AYA 7-12 CANDIDATES</p> <ul style="list-style-type: none"> ❖ Teaches science safely. ❖ Develops claims supported by arguments. ❖ Designs and delivers Project-Based Learning. ❖ Demonstrates an in-depth knowledge of science content and the Nature of Science (NOS). 						
<p>FOR SOCIAL STUDIES MCE 4-9 & AYA 7-12 CANDIDATES</p> <ul style="list-style-type: none"> ❖ Demonstrates knowledge of content within the field of social 						

<p>studies.</p> <ul style="list-style-type: none"> ❖ Demonstrates how social studies content can be applied in collaboration with other subject areas (e.g., language arts, science, art, music, etc.) 						
<p>FOR MUSIC K-12 CANDIDATES</p> <ul style="list-style-type: none"> ❖ Demonstrates a commitment to Personal Musicianship as evidenced through Modeling (singing, playing instruments, activities) and Conducting Technique. ❖ Shows depth of Preparation in music as evidenced through lesson plans, score markings, teaching materials and repertoire. ❖ Makes Historical and Cultural Connections in music as evidenced through lesson plans, class discussions, and written assignments. ❖ Shows competence in Rehearsal Technique and Ensemble Performance in music as evidenced through lesson plans, class discussions, and written assignments. 						
<p>FOR VISUAL ARTS K-12 CANDIDATES</p> <ul style="list-style-type: none"> ❖ Visual Arts Educators have a thorough understanding of the visual arts. ❖ Visual Arts Educators understand diverse social and cultural constructions of identity. ❖ Visual Arts Educators make informed selections of art content and curricula. ❖ Visual Arts Educators collaborate with other educators. ❖ Visual Arts Educators contribute to the growth of their profession. 						

LITERACY PRACTICUM STUDENTS UNDERGRAD ONLY- RDG 305			Practicum: Two observations only	
<ul style="list-style-type: none">❖ Understands, demonstrates mastery, and uses general and specialized content knowledge.❖ Knows and uses the central concepts of content areas or academic disciplines and makes connections to these areas.❖ Uses learning standards and other resources to develop meaningful and challenging curriculum for all student, including individuals with exceptionalities.				

Narrative Summary of Content-Specific Components that supports the scores:

- Give your overall impression of the candidate’s strengths and weaknesses in regards to their content knowledge
- Make sure to explain thoroughly any concerns you have with the candidate’s content knowledge

SCORING LEVELS

Maximum Scores

Dispositions scores range 1 - 3: 3.0 avg (100%)

Instructional Components score range 0 - 4: 4.0 avg (100%)

Content-Specific Component scores range 0 - 4: 4.0 avg (100%)

Minimum Scores

Students should receive the following minimum scores in order to pass the practicum or student teaching placement:

Placement	Dispositions	Instructional	Content-Specific
PRACTICA	2.0 (66.66%) and no final indicators of 1	1 st practicum: 1.5 (37.5%) and no indicators of 0 2 nd practicum: 2.0 (50.0%) and no indicators of 0	1 st practicum: 1.5 (37.5%) and no indicators of 0 2 nd practicum: 2.0 (50.0%) and no indicators of 0
STUDENT TEACHING	2.0 (66.66%) and no final indicators of 1	2.5 (62.5%) and no indicators of 1	2.5 (62.5%) and no indicators of 1

Remediation: Should students’ final scores fall below the passing score in a practicum, students will need to be in a field placement for an additional 10 hours and show an amelioration in the deficient indicator(s) by teaching a lesson that is scored proficient (2.0). In a student teaching situation, students would need to be in a field placement for an additional week and teach two lessons that are scored proficient (2.5). In some instances, when there is not enough time in a placement to teach additional lessons, an improvement plan and further mentoring is provided by the instructor to practicum or student teachers.

Progress monitoring: Students’ progress is monitored throughout the practicum and student teaching period by both mentor and supervisor. Where deficiencies are observed, these are discussed immediately with mentor and/or supervisor, and students should record those on their reflection log entries. The student should then work on the deficiency and improve at the next performance. Deficiencies that call into question the ability of the student to adequately perform in the classroom will be discussed with clinical director and Dean, a performance report may be filed, and an improvement plan put into place. Failure to rectify the deficiency may result in removal from the placement setting by the clinical director and/or Dean.

DICE SCORING GUIDANCE: DISPOSITIONS

1	2	3
<i>Not expected for any candidate</i>	<i>Practicum Student Teaching</i>	<i>Practicum Student Teaching</i>
<p>Unsatisfactory – 1 : (Problematic and below adequate performance) A rating of Unsatisfactory indicates that the pre-service teacher consistently fails to demonstrate satisfactory competency in the disposition. There is little or no improvement over time, even with assistance. There are significant** concerns about the candidate’s demeanor. The pre-service teacher may require documented immediate assistance and/or needs to be placed on a professional performance improvement plan.</p>	<p>Satisfactory – 2 : (Performance that is considered typical for all field experiences) A rating of Satisfactory indicates that the pre-service teacher is gaining ability to demonstrate the disposition in an academic and professional setting. There may be areas in which there is a need for specific growth. The candidate is making progress and may require some ongoing professional support (for example: mentoring, supervision, program content) for necessary growth to occur.</p>	<p>Outstanding – 3 : (Demonstrates outstanding level of dispositions that are observed in high-performing pre-service teachers) A rating of Outstanding indicates that the pre-service teacher is a leader in his or her placement, exceeding expectations in dispositions, and yet continues to refine his or her practice. Additionally, he or she models desirable professional dispositions that others take notice of and attempt to emulate. Dispositions demonstrated are highly desired by employers and university faculty.</p>

****Significant:** Impacts performance and/or ability to function in a professional manner to an extent that it calls into question the ability of the candidate to be successful in academic endeavors and/or as a leader in a classroom.

IN THE NARRATIVE, MAKE SURE TO EXPLAIN EXPLICITLY ANY SCORES OF 1 AND ATTEMPTS TO CORRECT

DICE SCORING GUIDANCE: INSTRUCTIONAL / CONTENT-SPECIFIC COMPONENTS

0	1	2	3	4
Not expected for any candidate	Practicum Not expected for student teaching	Practicum Student Teaching	Practicum Student Teaching	Student Teaching Not expected for practicum students
<p>Ineffective – 0 : (Problematic and below adequate performance) A rating of Ineffective indicates that the pre-service teacher consistently fails to demonstrate minimum competency. There is little or no improvement over time. The pre-service teacher requires documented immediate assistance and needs to be placed on an improvement plan.</p>	<p>Emerging – 1 : (Typical for initial field experiences) A rating of Emerging indicates that the pre-service teacher is beginning to understand lesson preparation and teaching practice. He or she is beginning to demonstrate performance in the competency. There may be areas in which there is a need for specific growth. The candidate is making progress and requires ongoing professional support (For example: mentoring, supervision, program content) for necessary growth to occur.</p>	<p>Developing – 2 : (Typical for mid-program field experiences) A rating of Developing indicates that the pre-service teacher understands lesson preparation and teaching practice. He or she is gaining ability to demonstrate performance in the competency. There may be areas in which there is a need for specific growth. The candidate is making progress and may require some ongoing professional support (For example: mentoring, supervision, program content) for necessary growth to occur.</p>	<p>Proficient – 3 : (Demonstrates readiness for teaching; typical for end of student teaching) A rating of Proficient indicates that the pre-service teacher consistently meets expectations for the competency. This rating is the rigorous, expected performance level for pre-service teachers at the completion of their program.</p>	<p>Accomplished – 4 : (Demonstrates exceptional skills and practices that are observed in high-performing student teachers) A rating of Accomplished indicates that the student teacher is a leader and model in his or her placement, exceeding expectations for the competency. This is an advanced rating typical of more experienced educators who contribute to the improvement of practices among their colleagues and continue to refine his or her practices.</p>

IN THE NARRATIVE, MAKE SURE TO EXPLAIN EXPLICITLY ANY SCORES OF 0 AND ATTEMPTS TO CORRECT /AND/OR ANY SCORES OF 4 AND THE REASON FOR THE ACCOMPLISHED RATING.