SAINT MICHAEL'S COLLEGE FOUNDED 1904

Professional Skills and Dispositions Assessment - Education Department

Name of Student: _____ Completed by**:** _____ Date: _____ Course #:_____ Advisor: _____

	Area of Concern	**Meets Expectations**	**Exceeds Expectations (assumes meets)**
1. Writing & Critical Analysis	Ideas not clearly presented. Errors in grammar, usage, and/or mechanics. Errors distract and make meaning hard to understand. Writing style not suited to the purpose. Restates the events of observations/experiences and/or readings. Little or no critical analysis or reflection.	Ideas are clearly presented. Writing contains few minor errors in grammar, usage, and/or mechanics. Errors do not distract from meaning. Writing style is suited to purpose. Critical analysis moves beyond own experiences to consider learning and developmental theory; suggests possible changes/improvements.	Ideas are clearly presented in a sophisticated style. Skillful use of grammar and vocabulary. Writing is well-organized and free of errors. Professional in tone. Analyzes observations/experiences and/or readings in-depth. Links theory and practice, offers astute observations, makes personal/emotional connections and poses additional questions. Identifies opportunities to change/improve future practice.
2. Oral Expression	Makes frequent language/grammatical errors. Lacks evidence of relevant vocabulary. Volume or tone is ineffective for the context.	Oral expression is articulate and effective. Voice, intonation and volume are clear and appropriate for the context. Voice is varied and engaging.	Oral expression is articulate, professional, and engaging. Sophisticated use of relevant vocabulary; communicates ideas effectively.
3. Affect & Social Interpersonal Skills	Displays a flat affect. Makes inappropriate gestures, noises, or facial expressions. Is unaware of personal space boundaries or non-verbal communication. Lacks appropriate social skills or affect with students, peers, or community members.	Regularly self-monitors non-verbal communication and professional body language. Student is approachable. Displays positive and effective social skills or affect with students, peers, or community members.	Consistently demonstrates appropriate and professional body language. Demonstrates several of the following qualities: socially adept, responsive, aware, flexible, charismatic, sincere, natural, comfortable, self-aware, invested in others.
4. Collaboration & Depth of Engagement with Others	Lacks depth of engagement with others. Insensitive to others' feelings and opinions as evidenced by abrupt and/or critical statements, or indifference. Does not self-monitor, dominates conversation or does not contribute. Experiences difficulties when working in a group; may refuse or express reluctance to participate. Demonstrates a passive or negative attitude with peers, adults, or children.	Regularly demonstrates depth of engagement with students, peers, professors, and community members. "*Reads the room*" to develop and maintain productive relations with others. Regularly contributes to class discussions. Is dependable and collaborative. Active listener open to ideas that differ from their own. Engages with peers, adults, and children.	Sensitive to others' feelings and opinions, diplomatic. Consistently contributes to class discussions in a way that advances the topic. Is collaborative. Displays leadership qualities. Shows initiative in group situations, engages dynamically with peers, adults, and children. Seeks and invites other perspectives into the conversation. Invested in others' success.
5. Response to Feedback: Communication, Accountability, & Agency	Defensive and unreceptive to feedback: argumentative, confrontational, indifferent, or disrespectful. Lacks accountability or agency for own work. Does not follow through. Does not make appropriate changes based on feedback. Inconsistent response to instructor's attempts to communicate. Does not take advantage of online and on-campus resources available.	Receptive to feedback. Demonstrates changes or improvements based on feedback. Accountable and responsible for follow through. Communicates reliably via email, Canvas, and any other expected means. Takes advantage of online and on-campus resources as needed.	Receptive to feedback and suggestions; consistently makes appropriate adjustments. Responds promptly and respectfully to all communications. Takes advantage of online and on-campus resources as needed. Takes initiative and offers solutions to problems or issues.
6. Organization & Attendance	Frequently submits late or incomplete work. Fails to complete assigned tasks or duties. Disorganized. Off-task during class: may include cell phone use and unrelated screen use. Experiences difficulty managing time. Late for class. Excessive absences (check syllabi for policy).	Attends to assigned tasks independently and reliably. Manages time and commitments well. Attends class; arrives on time. Communicates when absent/late and completes expected make up work (check syllabi for policy).	Anticipates short and long-term assignment deadlines, plans accordingly and follows through effectively. Attends all classes and is consistently on time. Is well-prepared. Demonstrates exemplary initiative and follow through.

7. Equity & Justice	Unaware or resistant to learning about equity and social justice. Language and/or interactions are not inclusive. Has not yet demonstrated an understanding of intersectionality. Little or no critical analysis or reflection.	Is actively developing an intersectional lens. Is inclusive and affirming in language and practice. Can articulate a rationale for social justice and equity. Engages in critical analysis (e.g., *questions* own experiences, actions, ideas, beliefs, and assumptions).	Demonstrates a deep understanding of and advocates for social justice and equity through an intersectional lens. Is inclusive and affirming in language and practice. Engages in continued learning and discourse on and off-campus, critically analyzes personal and professional implications, and shows leadership.
8. Teaching Presence	Rarely uses voice (expression, range, volume, and pace–may speak in a monotone); or nonverbal interactions (eye contact, facial expression, moving throughout the classroom). Lack of enthusiasm, joy, humor, and confidence. Appears unaware of classroom dynamics; has difficulty managing multiple, varied tasks.	Developing consistency in varying voice (expression, range, volume, and pace); using nonverbal interactions (eye contact, facial expression, moving throughout the classroom); conveying enthusiasm, sense of humor, joy, and confidence; showing awareness of classroom dynamics. Manages multiple and varied tasks.	Consistently and effectively varies voice (expression, range, volume, and pace), and nonverbal interactions (eye contact, facial expression, moving throughout the classroom). Conveys enthusiasm, sense of humor, joy, and confidence; responsive to classroom dynamics. Handles the unexpected with skill and grace.
9. Progress toward Licensure Program or Internship Semester	Seems indifferent to, overwhelmed by, or reluctant to take on the challenges of a pre-professional program. Lacks initiative. Negative attitude toward required course or licensure expectations or assignments. May be ineligible or unready to pursue licensure or internship at this time.*	Demonstrates readiness for the challenges of a pre-professional program. Takes initiative toward licensure or internship steps in a timely way. Recognizes and embraces challenges. Makes steady progress toward assuming the eventual responsibilities of a pre-service teacher or intern.*	Sees and embraces challenges as opportunities for growth and learning. Completed licensure or internship requirements in a timely way. Demonstrates many qualities and professional dispositions of a successful student teacher or intern.*
	*(See Praxis, GPA, and other program requirements: Undergraduate Guide to Teacher Licensure.)		

Areas left unmarked are either not being assessed at this time or there is no-basis for assessment (NBA).

Student must create a plan to address areas of concern including: • Action steps for each concern • Types of evidence to be collected to show growth • Deadlines for sharing progress with advisor (and professor of course if mid-semester) • Improvement Plan and Action Steps Template & Example

Comments: