

Assessment of Candidate's Professional Commitments and Dispositions for Teaching

Assessment Criteria	Target	Developing	Unacceptable
<p>Attendance</p> <p>10 Points</p>	<p><i>Candidate attends each class session.</i></p> <p><i>(10)</i></p>	<p><i>Candidate attends most (85% to 95%) class sessions <u>and</u> is excused for each absence.</i></p> <p><i>(9--8)</i></p>	<p><i>Candidate misses many class sessions (only attends 80% to 85% of class sessions) <u>or</u> is not excused for more than 5% of class sessions.</i></p> <p><i>(Below 8)</i></p>
<p>Punctuality for Class</p> <p>10 Points</p>	<p><i>Candidate is punctual for each class session.</i></p> <p><i>(10)</i></p>	<p><i>Candidate is punctual for most (more than 80%) of class sessions.</i></p> <p><i>(9--8)</i></p>	<p><i>Candidate is <u>not</u> punctual for more than 20% of class sessions.</i></p> <p><i>(Below 8)</i></p>
<p>Informed and Active Participation</p> <p>20 Points</p>	<p><i>Candidate always participates in class discussions, projects and group activities in a professional and informed way and with a high-degree of enthusiasm and interest.</i></p> <p><i>(20 - 19)</i></p>	<p><i>Candidate usually participates in class discussions, projects and group activities in a professional <u>and</u> informed way most of the time.</i></p> <p><i>(18 - 16)</i></p>	<p><i>Candidate rarely participates in class discussions, projects and group activities in a professional <u>or</u> informed way and shows disinterest when asked to do so.</i></p> <p><i>(Below 16)</i></p>
<p>Respect for Peers</p> <p>15 Points</p>	<p><i>Candidate always demonstrates a respect for peers through respectful language, body language, turn taking, etc.</i></p> <p><i>(15 - 14)</i></p>	<p><i>Candidate demonstrates a respect for peers through respectful language, body language, turn taking, etc., most of the time.</i></p> <p><i>(13- 10)</i></p>	<p><i>Candidate rarely demonstrates a respect for peers through respectful language, body language, turn taking, etc.</i></p> <p><i>(Below 10)</i></p>
<p>Life-long Learner</p> <p>15 Points</p>	<p><i>Candidate shows eagerness toward their intellectual development and demonstrates commitment to understanding about teaching and learning.</i></p> <p><i>(15 - 14)</i></p>	<p><i>Candidate shows willingness to receive information connected to their intellectual development <u>and</u> demonstrates willingness to consider theories and research about teaching and learning.</i></p> <p><i>(13 - 10)</i></p>	<p><i>Candidate does not show willingness to receive information connected to their intellectual development <u>or</u> does not demonstrate willingness to consider theories and research about teaching and learning.</i></p> <p><i>(Below 10)</i></p>
<p>Commitment to Diversity</p> <p>15 Points</p>	<p><i>Candidate's assignments and class participation show incorporation of values and traditions of varied backgrounds.</i></p> <p><i>(15 - 14)</i></p>	<p><i>Candidate's assignments and class participation show awareness of others' cultures, traditions, and backgrounds, <u>but</u> do not incorporate or blend into new ideas.</i></p> <p><i>(13 - 10)</i></p>	<p><i>Candidate's assignments and class participation reflect that only some traditions and/or values are acceptable or significant.</i></p> <p><i>(Below 10)</i></p>
<p>Commitment To Belief That All Students Can Learn</p> <p>15 Points</p>	<p><i>Candidate's assignments and class participation show incorporation of ways to address individuals' learning needs and learning styles.</i></p> <p><i>(15 - 14)</i></p>	<p><i>Candidate's assignments and class participation show awareness of differences in individuals' learning needs and learning styles, <u>but</u> do not incorporate or blend into new ideas.</i></p> <p><i>(13 - 10)</i></p>	<p><i>Candidate's assignments and class participation reflect that only some learning needs and/or learning styles are acceptable or significant.</i></p> <p><i>(Below 10)</i></p>