

**DOANE UNIVERSITY – Curriculum and Instruction**  
**Dispositions / Self-Reporting Survey**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Please check when you are completing this survey.  
 A. \_\_\_\_ on entry into the program **OR**  
 B. \_\_\_\_ when you are graduating from the program.

**Please check the rating listed with the standard that best describes your teaching.**

**The scale is described below:**

1. *Novice – Performance needs more time, practice, and support to begin moving in a positive direction.*
2. *Progressing – Performance is developing, moving in a positive direction.*
3. *Proficient – Performance is consistently positive.*
4. *Distinguished – Performance is strong, demonstrates command of the area.*
5. *Professional – Demonstrates performance of a master teacher.*

**1. UNDERSTANDS CONTENT: The developing professional understands the content knowledge of the discipline(s).**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Teacher displays little enthusiasm for content, suggesting content is not important. Technology for enhancing instruction is not used.	Teacher communicates importance of content but with little enthusiasm and conviction. Technology for enhancing instruction is not used.	Teacher conveys enthusiasm for the content. Teacher utilizes technology effectively	Teacher conveys genuine enthusiasm and conviction for the content. Teacher effectively utilizes technology.	Teacher incorporates students' enthusiasm and knowledge/skills so that students construct new knowledge by seeking answers to their questions. Teacher encourages students to utilize technology.

**2. UNDERSTANDS DEVELOPMENT: The developing professional understands how children learn and develop, and provides opportunities supporting intellectual, social, and personal growth.**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Teacher's instruction is not always designed to meet the general characteristics of the age group and to promote learning.	Teacher's instruction meets the general characteristics of the age group and promotes learning.	Teacher's instruction meets the general characteristics of the age group with some variations included to meet differing needs and abilities present in the classroom while promoting learning.	Teacher's instruction is designed to meet the wide variety of developmental needs present in the classroom with an emphasis on promoting active learning and building on strengths.	Teacher's instruction meets the needs of all students, promoting active learning, building on strengths, and involving students in shaping their learning.

**3. UNDERSTANDS DIFFERENCES: The developing professional recognizes and provides for individual differences and diversity.**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Teacher displays little knowledge of student differences in skill levels and learning styles.	Teacher is aware of differences in skill levels and learning styles of individuals, but focuses on the class as a whole. Little accommodation takes place.	Teacher is aware of differences in skill levels and learning styles and provides some accommodation to meet individual needs.	Teacher consistently addresses skill levels and learning style differences individualizing to meet the needs of most students.	Teacher effectively individualizes lessons and consistently meets the skill levels and learning styles of each student.
Teacher displays little knowledge of diversity and does not show its value in the classroom.	Teacher is developing an awareness of students' diversity, but addresses only the dominant culture.	Teacher recognizes the value of understanding the diversity of each student.	Teacher facilitates understanding and values the diversity of each student in the classroom and bridges this understanding to the broader community.	Teacher incorporates the diversity of all students into all areas of the classroom and curriculum. Teacher fosters attitudes supporting the development of self-esteem and of a community that values diversity.
Teacher does not model respectful behavior and tolerates student behavior (bullying/teasing) that does not respect differences.	Teacher understands the importance of differences but displays discomfort when correcting students' negative behaviors toward others.	Teacher models positive behavior and fairness and promotes equitable opportunities for all.	Teacher understands the importance of differences and models positive behavior and fairness. Equitable opportunities are encouraged by all.	Teacher considers the influence of context and culture behavior. Teacher promotes positive attitudes and challenges negative attitudes to ensure fairness and the success of each student. Equitable opportunities are consistently expected in student learning by teacher and students.

**4. DESIGNS INSTRUCTIONAL STRATEGIES: The developing professional uses a variety of instructional strategies to encourage students' development of skills and strategies for critical thinking and problem solving.**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Teacher follows plan rigidly, even when a change would clearly improve instruction.	Teacher monitors instruction and attempts to adjust instruction in response to students, with mixed results.	Teacher monitors instruction and makes adjustments to instruction based on student response.	Teacher monitors instruction and successfully makes adjustments and differentiates instruction based on students' needs and interests.	Teacher consistently differentiates instruction to meet students' needs and interests.
Teacher fails to incorporate higher level thinking skills.	Teacher's attempts to incorporate higher level thinking skills are limited.	Teacher incorporates higher level thinking skills in the classroom.	Teacher incorporates and models higher level thinking skills with expectations for student use.	Teacher and students think analytically, critically and creatively about real-world situations.

**5. MOTIVATES AND MANAGES: The developing professional uses classroom management and motivational strategies to create a positive learning environment.**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Classroom management relies on teacher direction. Students have no voice in classroom practices.	Classroom management involves teacher direction with minimal student involvement.	Multiple classroom management strategies are incorporated based on the subject matter and needs of the students. Teacher uses fair and equitable classroom procedures.	Multiple classroom management strategies are used that include a blend of teacher and student ideas. Students and teachers actively engaged in monitoring behavior and employing fair and equitable classroom practices.	Multiple classroom management strategies are used, with students providing input and assuming responsibility for their actions. Students and teachers have a voice in implementing fair and equitable classroom practices.
Teacher lacks knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work.	Teacher demonstrates some knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work. Variety in instructional grouping is minimal or unsuitable.	Teacher utilizes knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work. Instructional grouping is varied and matches the differing needs of students and classroom goals.	Teacher utilizes knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work. Instructional grouping is varied and matches the differing needs of students and classroom goals. Students are given choice in different patterns of instructional grouping.	Teacher utilizes knowledge of motivation and behavior to develop strategies for organizing and supporting individual and group work. Students assist in the design of the instructional setting facilitating problem solving and conflict management.

**6. COMMUNICATES: The developing professional uses knowledge of effective communication techniques.**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Teacher communication or interactions are infrequent and may be inappropriate or disrespectful	Teacher communication or interactions are generally appropriate but remain infrequent.	Teacher communication or interactions are appropriate, respectful, and timely.	Teacher communication or interactions are appropriate, respectful, timely and include input from students.	Teacher communication or interactions show genuine caring, respect, and sensitivity for diverse audiences. Students and teacher collaborate to prepare materials to enhance communication

**7. PLANS: The developing professional utilizes effective planning techniques.**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Learning experiences are not appropriate for students and do not reflect curriculum goals and standards. Bias in curriculum is not recognized.	Some of the learning experiences are appropriate for students but inconsistently reflect curriculum goals and standards. Teacher is able to identify some curricular bias but no effort is made to minimize bias.	Most of the learning experiences are appropriate for students and an attempt has been made to connect them to curriculum goals and standards. Teacher understands the importance of minimizing bias but does so on a limited basis.	Learning experiences are relevant and appropriate for students and reflect curriculum goals and standards. Bias is recognized and minimized.	Learning experiences are relevant and appropriate for all students reflecting curriculum goals and standards, based on recent professional research and collaboration with others. Students and teachers are aware of bias and utilize strategies to minimize the effects of bias on learning.

**8. ASSESSES: The developing professional understands the assessment processes.**

1 - Novice	2 - Progressing	3 - Proficient	4 - Distinguished	5 - Professional
Teacher selects summative assessment strategies that do not match instructional goals/processes.	Teacher selects summative assessment strategies that partially assess instructional goals/processes providing limited data.	Teacher selects appropriate strategies for summative assessment of instructional goals/processes. Data provided are helpful, but not fully utilized.	Teacher selects ongoing assessment strategies matching all instructional goals/processes both in content and type. Data provided are extremely beneficial and formative in nature.	Teacher selects multiple, ongoing assessment strategies that are culturally sensitive and developmentally appropriate. Data clearly assesses student learning, strengths, and weaknesses. Summative and formative assessments are utilized.
Assessment contains no clear criteria or performance levels.	Assessment criteria and performance levels are evident, but not clearly developed.	Assessment criteria and performance levels are appropriate and have been clearly communicated.	Assessment criteria and performance levels are appropriate and have been clearly communicated to students. Students have been involved in the development.	Assessment criteria and performance levels are appropriate and have been clearly communicated to students. Students are involved in the assessment process.

**9. REFLECTS ON PRACTICE: The developing professional reflects on practice and teacher preparation.**

<b>1 - Novice</b>	<b>2 - Progressing</b>	<b>3 - Proficient</b>	<b>4 - Distinguished</b>	<b>5 - Professional</b>
Teacher engages in no reflection to enhance knowledge or skills.	Teacher participates in reflective behavior to a limited extent, identifying general suggestions or improvements.	Teacher seeks reflective opportunities to enhance teaching skills.	Teacher seeks reflective opportunities to enhance teaching skills, identifying goals for the future.	Teacher views self as a lifelong learner, exploring new contexts for personal and student learning.
Teacher rejects feedback and constructive criticism provided.	Teacher accepts and reflects on feedback and constructive criticism, but no change is evident.	Teacher accepts, reflects, and implements change based upon feedback and constructive criticism.	Teacher seeks feedback and constructive criticism, reflecting and implementing change based upon the feedback.	Teacher initiates professional activities, action research, and leadership roles that contribute to personal and professional growth. Personal philosophy of teaching supports daily practices.

3/'P qxleg"	4/'Rt qi t gulpi "	5/'Rt qhlegpv"	6/'F kmpj wkuj gf "	7/'Rt qhgukpcn'
Teacher is not aware of students' needs or potential.	Teacher's attempt to serve as an advocate for students is inconsistent. Teacher finds advocates for students.	Teacher sees student potential and serves as an advocate for students.	Teacher is proactive, seeing the potential of students. Teacher serves as an advocate for students seeking out resources when necessary.	Teacher is proactive, seeing and developing the potential of students. Teacher serves as an advocate for students. Together the teacher and student seek a variety of resources to meet individual needs.
Teacher's relationships with colleagues are limited or poor.	Teacher maintains cordial relationships with colleagues.	Teacher supports and cooperates with colleagues.	Teacher supports and cooperates with colleagues. Given the opportunity teacher takes initiative in assuming leadership.	Teacher supports and cooperates with colleagues and families. Teacher is a leader within the educational community.
Teacher makes no effort to assume professional responsibilities.	Teacher exhibits few professional behaviors.	Teacher exhibits professional behaviors.	Teacher is a professional, initiating activities that contribute to the classroom or profession.	Teacher is a professional, initiating activities that contribute to the classroom or profession providing leadership and direction in the educational community.
Teacher doesn't seek professional development to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent.	Teacher participates in professional activities that are provided.	Teacher seeks opportunities for professional development to enhance content knowledge and teaching skill.	Teacher seeks opportunities for professional development and conducts action research in the classroom to inform practice.
Digital citizenship is not addressed.	Digital citizenship is acknowledged but not extensively addressed.	Digital citizenship is addressed in some areas.	Digital citizenship is modeled by teacher.	Digital citizenship is modeled by teacher and students.

Electronic Signature

Date