



Advanced Dispositions: Candidate Self-Assessment

Using a scale of 1 to 6, please rate yourself on each of the following professional attributes. Unless otherwise noted, 1 represents the "least" and 6 represents the "greatest".

Attendance



Punctuality



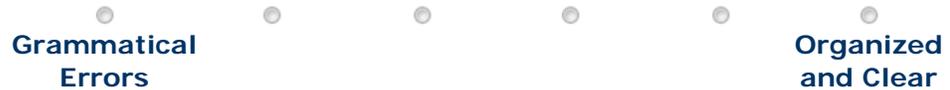
Professional Appearance



Oral Expression



Written Expression



Tact



Dependability



Initiative



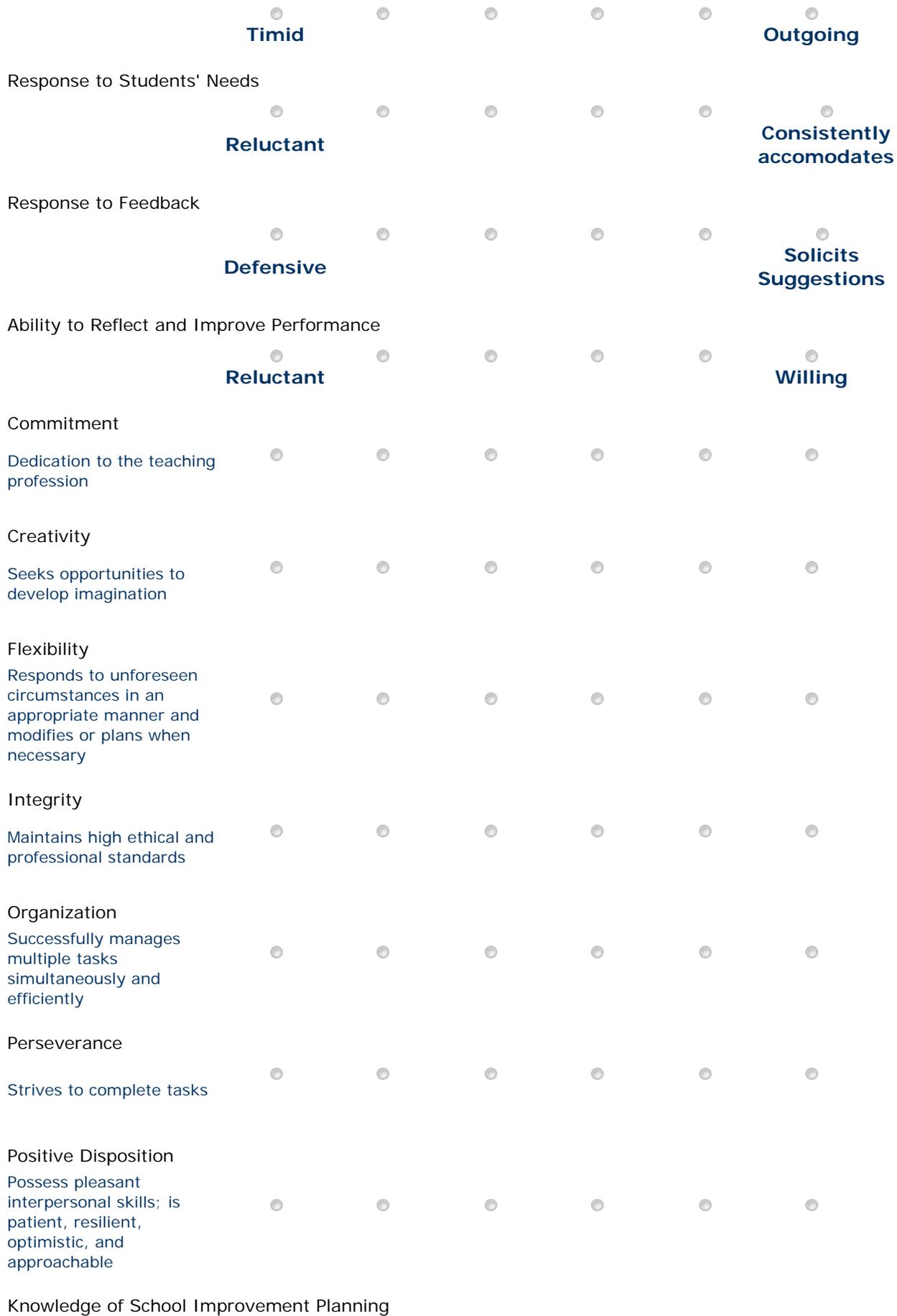
Self Confidence



Collegiality



Interaction with Students





Knowledge of Louisiana School and District Accountability System (LSDAS)



Knowledge of the Louisiana Educational Assessment Program (LEAP 21)



Close



Action Research Presentation (Portal IX Capstone C&I)

Presentation

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Explanation (why issue was chosen/description of the problem/purpose).	Rationale vague, no connection to research question.	Rationale is beginning to take form, but not fully adequate.	Rationale adequately derived, connected to research question.	Rationale clear and explicit, logical development to research question.

Presentation

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Specific question/hypothesis (relative to the problem).	Methods do not match research question. Planning inadequate.	Methods are beginning to match the research question, but not completely.	Methods appropriate to research question; planning evident.	Methods target research question. Extensive planning evident.

Presentation

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Review of Literature (relative to the problem).	Results not clear. No graphics used.	Results are somewhat clear and few graphics were used.	Results clearly presented and graphically displayed.	Results clearly presented. Graphics high quality and reflect results.

Presentation

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Methodology/Analysis of Data	Discussion weak, not supported by results. Objectives not addressed. Disconnected from theories and research.	Discussion is beginning to take form and is somewhat supported by results.	Discussion connects to results. Objectives considered in discussion. Connects to theories and research.	Discussion has a strong connection to results. Support of objectives discussed. Strong connections to theories and research.

Presentation

	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Command of Subject Matter/Prepared/Clarity	Does not consider implications for teaching and learning. No future research proposed.	Somewhat connects to implications for teaching and learning.	Connects to implications for teaching and learning. Future research suggested.	Suggests specific ideas for teaching and learning. New research questions proposed.

Presentation

Handouts
(clear/appropriate
information)

**Does Not Meet
Expectations**

Contains errors,
crowded text,
density. Slides
copied from text of
the paper. Reads
slides.

**Approaching
Expectations**

Contains only a few
errors and only
reads from the
slides for a few
slides.

**Meets
Expectations**

Free of mistakes,
text density
appropriate. PPT
used as talking
points.

**Exceeds
Expectations**

High quality
professional PPT
augments oral
discussion.
Graphics clear and
self-explanatory.

Presentation

Peer Review (average
score)

**Does Not Meet
Expectations**

4 or more grammar
mistakes

**Approaching
Expectations**

3 grammar errors.

**Meets
Expectations**

2 or less
grammatical
mistakes.

**Exceeds
Expectations**

Free of
grammatical
mistakes.

Close



Action Research Project (EDUC 695)

Revised Elements

Abstract, introduction, literature review, and methods revised and of high quality.

Does Not Meet Expectations

Meets Expectations

Exceeds Expectations

Results

1. Describes the data that answer that question(s).
2. Describes the themes, categories, patterns.
3. Uses tables, graphs, and figures as necessary.
4. Appropriate APA style.

Does Not Meet Expectations

Meets Expectations

Exceeds Expectations

Discussion

1. Restates the general purpose of the study.
2. Briefly describes how the results were obtained.
3. Brief summary of findings (one or two paragraphs)
4. Describes how results compare or contrasts with other studies.
5. Appropriate APA style.

Does Not Meet Expectations

Meets Expectations

Exceeds Expectations

Conclusion

1. What is the grand significance of the results?
2. What theories are being developed or confirmed?
3. How may this information be used by self, other teachers, school, or school system? (consider impact and potential impact, but don't over reach).
4. Limitations
5. Further research within the context as a reflection as a scholar and future scholarship.
6. What actions were implemented? Insightful questions for further research (continued inquiry).
7. APA style

Does Not Meet Expectations

Meets Expectations

Exceeds Expectations

References

Match literature cited in text. APA style.

Does Not Meet Expectations

Meets Expectations

Exceeds Expectations

Close



EDUC 601 Action Research Proposal Rubric

Presentation

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Expectations**

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**Exceeds
Expectations**

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augments oral
discussion.
Graphics clear and
self-explanatory.



Close



Cultural Plunge

PART 1: Explain where you visited and why and five stereotypes about the focal group

Little or no Evidence (0-8) **Moderately Evident (9-12)** **Evident (13-15)**

PART 2: Describe emotional response to the experience and whether the plunge reinforced or challenged the popular stereotypes

Little of No Evidence (0-8) **Moderately Evident (9-12)** **Evident (13-15)**

PART 3: Personal and professional implications regarding your experience

Little of No Evidence (0-8) **Moderately Evident (9-12)** **Evident (13-15)**

Command of grammar/usage/mechanics

Little or no Evidence (0-8) **Moderately Evident (9-12)** **Evident (13-15)**

Close



School Improvement/Student Learning/ Content Knowledge: C&I Advanced

Artifact reflects knowledge of content and how to teach that content

Attached Standards :

- NBPTS: General Propositions - SELU Proposition #2: Teachers Know the Subjects They Teach and How to Teach Those Subjects Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines; command specialized knowledge of how to convey a subject to students; generate multiple paths to knowledge



Artifact reflects the knowledge and/or ability to manage and monitor student learning

Attached Standards :

- NBPTS: General Propositions - SELU Proposition #3: Teachers are Responsible for Managing and Monitoring Student Learning Teachers are Responsible for Managing and Monitoring Student Learning

Teachers use multiple methods to meet goals; orchestrate learning in group settings; place a premium on student engagement; regularly assess student progress; are mindful of their objectives



Artifact reflects commitment to students and learning

Attached Standards :

- NBPTS: General Propositions - SELU Proposition #1: Teachers are Committed to Students and Their Learning Teachers are Committed to Students and Their Learning

Teachers recognize individual differences in their students and adjust their practice accordingly; have an understanding of how students develop and learn; treat students equitably; mission extends beyond developing the cognitive capacity of their students



Comments:

Close



School/Family/Community: C&I Advanced

Artifact reflects the knowledge and/or ability to work with other professionals on instructional policy, curriculum development, or staff development.

Teachers work collaboratively with other professionals.

Not Addressed Approaching Expectations Meets Expectations Exceeds Expectations

Artifact reflects the knowledge and/or ability to work collaboratively with parents to engage them productively in the work of the school.

Attached Standards :

- NBPTS: General Propositions - SELU Proposition #5: Teachers are Members of Learning Communities Teachers are Members of Learning Communities

Teachers work collaboratively with parents.

Not Addressed Approaching Expectations Meets Expectations Exceeds Expectations

Artifact reflects knowledge and/or ability to seek and build partnerships with community groups and/or businesses.

Attached Standards :

- NBPTS: General Propositions - SELU Proposition #5: Teachers are Members of Learning Communities Teachers are Members of Learning Communities

Teachers take advantage of community resources.

Not Addressed Approaching Expectations Meets Expectations Exceeds Expectations

The artifact reflects collaboration to improve student learning.

Attached Standards :

- NBPTS: General Propositions - SELU Proposition #5: Teachers are Members of Learning Communities Teachers are Members of Learning Communities

Teachers contribute to school effectiveness by engaging in collaborative efforts in the learning community.

Not Addressed Approaching Expectations Meets Expectations Exceeds Expectations

Close



Technology Artifact (Portal IX Capstone C&I)

The candidate designs developmentally appropriate technology driven learning opportunities that support diverse learners and address content standards.

	●	●	●	●
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Please choose the appropriate rating.	Candidates do not prepare technology learning opportunities that are developmentally appropriate for a wide range of students or address content standards.	Candidates are beginning to prepare technology learning opportunities that are not developmentally appropriate for a wide range of students or attempting to address content standards.	Candidates prepare technology learning opportunities that are developmentally appropriate for a wide range of students and address content standards.	Candidates prepare technology learning opportunities that are developmentally appropriate for a wide range of students and address content standards with great depth.

The candidate identifies and locates technology resources and evaluates them for accuracy and suitability

	●	●	●	●
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Please choose the appropriate rating.	Candidates are able to identify no technology resources and are unable to evaluate them for accuracy and stability.	Candidates are beginning to identify technology resources and are able to evaluate them for accuracy and suitability in a very vague manner.	Candidates are able to identify technology resources and are able to evaluate them for accuracy and suitability.	Candidates are able to identify technology resources and are able to evaluate them for accuracy and suitability with great depth.

The candidate applies technology to develop students' higher order skills and creativity

	●	●	●	●
	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Please choose the appropriate rating.	Candidates can not apply technology to assist student development of higher order skills and creativity.	Candidates are beginning to apply technology to assist student development of higher order skills and creativity.	Candidates can apply technology to assist student development of higher order skills and creativity.	Candidates can not apply technology to assist student development of higher order skills and creativity with great depth.

Close