



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO



Information, Diversity, Engagement and Access

Site Supervisor name (print): Theresa Clark

Email: tclark@vcanc.com

Site Supervisor (signature)(REQUIRED):

Position: K-8 Principal

Name of School: Village Christian Academy

School System: Cumberland

Name of Candidate: Randi-Marie Gonsalves

Date: March 9, 2018

Please return this form electronically to:

Dr. Anne Akers anne.akers@uncg.edu
School Library Program Coordinator
Department of Library and Information Studies, School of Education, UNCG

The *Candidate Disposition Assessment Process* is used for formative and summative assessment of teacher education candidates. Data is collected from multiple sources and at multiple times across the program. The primary purpose of the Candidate Disposition Assessment Process is to provide candidates with candid, constructive feedback so that they can improve as teachers. Candidates must have acceptable scores on all elements in their summative evaluation in order to be recommended for licensure.

******For a final disposition done during the candidate's practicum, please discuss your evaluation with the candidate (and the program coordinator) midway through the practicum semester to give the candidate time to address any issues or concerns before the end of the semester. Any final score below a 3 will prohibit a candidate being recommended for licensure. ******

DIRECTIONS: Please select ONE number from each row or check the box for not observed.

Dispositions for Teacher Librarian Candidates – UNCG Department of Library and Information Studies <i>Please choose only one number per row.</i>	Not Met	TARGET Proficient	Exceeds Expectations	Not Observed	Feedback to Support Candidate
Reflective Learner: The candidate consistently reflects on personal attitudes, professional beliefs, professional practice, and student outcomes and adjusts as necessary. The candidate consistently uses reflections to create alternate strategies or to maintain successful practices that positively impact professional practice. The candidate consistently reaches accurate conclusions when reflecting.			6		
Ethical: The candidate consistently exercises good professional judgment; maintains confidentiality; respects colleagues, all learners, the learner's families; respects differences in diversity among learners, learners' families, and colleagues; respects different points-of-view; treats all learners equitably; and is an advocate on behalf of the learners, the school and colleagues.			6		
Inclusive & Affirming of Diversity: The candidate consistently adapts instruction to accommodate differences in students' learning and motivational needs & to accommodate learners who need additional help or enrichment activities. Instructional goals are suitable for the different learning and motivational needs of learners. Is proactive with learners by consistently displaying the willingness to nurture or consider			6		

factors such as cultural diversity and learners with special needs.						
The candidate consistently demonstrates an awareness of multiple world perspectives and that one's perspective is mediated by one's social class, race/ ethnicity and gender; is sensitive to power differentials; values and uses as a resource the diversity within the school.						
Personal and Professional Conduct: The candidate consistently articulates and demonstrates a high interest, enthusiasm, and commitment for teaching.						Love and enjoyment are evident in your planning and implementation.
The candidate enjoys teaching, interacting with learners, and consistently seeks out ways to improve professional practice through discussions with colleagues and referring to professional resources.					6	
The candidate articulates and demonstrates a respect for the profession and seeks ways to improve the future of the profession.						
The candidate consistently communicates the importance of her/his own work and the work of her/his students.						
Engaged & Committed to Teaching as a Profession: The candidate consistently demonstrates a curiosity for learning and a zest to improve professionally; consistently demonstrates commitment to improving skills and knowledge; often implements and evaluates new strategies in the professional settings; asks questions and questions assumptions.					6	
The candidate actively participates in a variety of avenues for professional growth.						
Self-Efficacious: The candidate believes in his/her ability to organize and execute actions needed to complete all tasks within the library; articulates and behaves as though s/he will be successful in the most challenging situations.					5	
The candidate believes that the collaborative actions of the candidate and his/her colleagues positively impact all learners.						
Receptive to Feedback: The teacher librarian candidate solicits feedback from others and is receptive and responsive to						

suggestions; consistently engages in critical thinking about the feedback received from others; is responsive to suggestions for improvement and when appropriate, after critically assessing the feedback, consistently makes necessary adjustments to practice based on the constructive input of others; actively seeks out perspectives of others on issues relating to professional practice.						
Responsible: The candidate puts in extra time and effort to enhance the experience for learners and their families; is resourceful in finding ways to troubleshoot problems and find solutions; consistently engages in behaviors that demonstrate motivation to improve; is thoughtful of others when speaking or acting and assists others in being thoughtful. The candidate is prompt and reliable in all matters, well prepared, and well organized. Collaborative: The candidate assumes leadership roles in initiating collaborative projects with colleagues; actively participates in collegial activities that contribute to productive learning environments; consistently, has positive relationships with colleagues, frequently shares successful practices, willingly contributes to group endeavors, and values the contributions of colleagues; involves learners, families, and the community in appropriate aspects of the school library program.			6		Isn't AR fun?	
			6		Help with AR Family Night	

Additional Feedback to Support Candidate: