**Supplement: Professional Disposition Assessment Tool**

This tool is a supplement to the [**Performance Assessment Tool for Teacher Candidates Teaching Sexuality Education**](http://www.futureofsexed.org/documents/Teacher_Candidate_Evaluation_Forms.pdf), which addresses all seven standards and corresponding indicators. This supplement was created to provide students, instructors, clinical teachers and/or internship supervisors an additional rubric to assess personal disposition. It is based on the following six indicators relative to Standard 1, Professional Disposition; however, this assessment provides additional examples from which to determine a candidate’s proficiency relative to their professional disposition:

* 1. Demonstrate the ability to teach in ways that communicate that sexual development is an inherent part of child and adolescent development.
	2. Describe the importance of sexuality education as an integral part of K-12 health education.
	3. Demonstrate awareness of their own personal values, beliefs, biases and experiences related to sexuality education.
	4. Demonstrate how their personal values, beliefs, biases and experiences can influence the way they teach sexuality education.
	5. Model self-efficacy to teach sexuality education in age- and developmentally-appropriate ways.
	6. Select their won continuing professional needs relating to school-based sexuality education.

This assessment tool can be used by instructors as a pre-/post-assessment of their progress over time or a student/teacher candidate as a self-assessment. Two variations are below.

**NOTE: Please refer to** [**Performance Assessment Tool for Teacher Candidates Teaching Sexuality Education**](http://www.futureofsexed.org/documents/Teacher_Candidate_Evaluation_Forms.pdf) **for additional background information, procedures, guidance and explanation of the scoring rubric.**

SCORING RUBRIC (Apply this Scoring Rubric for all Standards)

|  |  |  |
| --- | --- | --- |
| **0–1** | **Not Proficient**  | The teacher candidate *rarely or never* and/or *inappropriately or superficially* demonstrates this indicator of performance; and/or the performance for this indicator is *unsatisfactory and not acceptable*; and/or the teacher candidate is underperforming and has not significantly improved following a rating of Not Proficient or Needs Improvement. |
| **2–3** | **Developing Proficiency** | The teacher candidate *sometimes-to-usually* and *adequately* demonstrates the indicator of performance. The teacher candidate’s performance on this indicator needs improvement. Improvement is necessary and expected. |
| **4–5** | **Proficient**  | The teacher candidate *consistently* and *thoroughly* demonstrates the indicator of performance; the teacher candidate’s performance fully meets the performance of the indicator. |
| **\*N/A** | **N/A** | The indicator is not applicable, was not observed, or there was no evidence of the indicator; note In the Comments section for the related indicator. |

|  |
| --- |
| **I. Professional Disposition (for use by instructors, clinical teachers and/or internship supervisors)** |
| **The teacher candidate demonstrates comfort with, commitment to and self-efficacy in teaching sexuality education.**  |
| **The teacher candidate:**  | **NP****0-1** | **DP****2-3** | **P****4-5** | **N/A** | **Comments** |
| A. Demonstrates a positive attitude towards teaching sexuality education. |  |  |  |  |  |
| B. Demonstrates a positive attitude towards students and their families when teaching sexuality education. |  |  |  |  |  |
| C. Demonstrates comfort when facilitating strategies that promote student engagement in sexuality education. |  |  |  |  |  |
| D. Demonstrates self-efficacy in teaching age- and developmentally-appropriate sexuality education. |  |  |  |  |  |
| E. Demonstrates adherence to professional and ethical principles inside and outside of the classroom.  |  |  |  |  |  |
| F. Establishes a safe learning environment through inclusive, age-appropriate, and culturally responsive sexuality education. |  |  |  |  |  |
| G. Demonstrates awareness of personal values, beliefs, biases, and experiences related to sexuality education. |  |  |  |  |  |
| H. Demonstrates tact and sensitivity toward the feelings and opinions of others when teaching sexuality education. |  |  |  |  |  |
| I. Listens and responds thoughtfully and respectfully to the ideas and perspectives of others when teaching sexuality education. |  |  |  |  |  |
| J. Thinks critically, perceives multiple sides of an issue, and fosters open discussion about a wide range of sexuality-related topics. |  |  |  |  |  |
| K. Responds to questions and unexpected situations with poise when teaching sexuality education. |  |  |  |  |  |
| L. Utilizes appropriate instructional strategies and resources that align with sexuality education standards. |  |  |  |  |  |
| M. Conveys that sexual development is an inherent part of child and adolescent development. |  |  |  |  |  |
| N. Critically examines their perspectives, experiences, and effectiveness and reflects on ways to improve teaching sexuality education. |  |  |  |  |  |
| O. Accepts responsibility for successes and mistakes and seeks solutions to challenges experienced when teaching sexuality education. |  |  |  |  |  |
| P. Seeks suggestions, feedback, and opportunities for professional growth to improve teaching sexuality education. |  |  |  |  |  |
| **Overall score for Standard 1. Professional Disposition**  |  |  |
| **Overall comments or observations:** |  |  |

|  |
| --- |
| **I. Professional Disposition Self Assessment (for use by students/teacher candidates)** |
| **As a teacher candidate, I demonstrate comfort with, commitment to and self-efficacy in teaching sexuality education.**  |
| **I am able to:**  | **NP****0-1** | **DP****2-3** | **P****4-5** | **N/A** | **Comments** |
| 1. Motivate students to engage in the learning process, I maintain an enthusiastic and positive attitude towards teaching sexuality education.
 |  |  |  |  |  |
| 1. Maintain a positive attitude towards students and their families through respectful and inclusive communication.
 |  |  |  |  |  |
| 1. Facilitate strategies that create student engagement when teaching sexuality education (e.g. role-play, project-based learning, discussions, case studies).
 |  |  |  |  |  |
| 1. Facilitate age- and developmentally-appropriate sexuality education by providing instruction that meets students’ needs in a manner that supports and challenges student to develop new concepts and skills.
 |  |  |  |  |  |
| 1. Act in a professional manner that is reflective of ethical principles inside and outside of the classroom.
 |  |  |  |  |  |
| 1. Establish a safe learning environment. I am confident that I can create this environment by building a climate of respect and inclusion when providing culturally responsive sexuality education.
 |  |  |  |  |  |
| 1. Understand how personal values, beliefs, biases, and experiences can affect students and their learning. I can teach sexuality education in a manner that is inclusive and free of bias and judgment.
 |  |  |  |  |  |
| 1. Communicate with tact and sensitivity when teaching sexuality education, aware of the wide continuum of feelings and opinions related to human sexuality.
 |  |  |  |  |  |
| 1. Listen and offer thoughtful and respectful responses when others share varying ideas and perspectives related to human sexuality.
 |  |  |  |  |  |
| 1. Think critically, examine issues from multiple perspectives, and am comfortable fostering open-discussions about a wide range of topics in sexuality education.
 |  |  |  |  |  |
| 1. Offer appropriate and poised responses when presented with unexpected situations and questions from students regarding sexuality.
 |  |  |  |  |  |
| 1. Use appropriate instructional strategies and resources that align with sexuality education standards.
 |  |  |  |  |  |
| 1. Convey that sexual development is an inherent part of child and adolescent development when teaching sexuality education.
 |  |  |  |  |  |
| 1. Reflect on ways to improve my teaching of sexuality education by critically examining my perspectives, experiences, and the effectiveness of my instruction.
 |  |  |  |  |  |
| 1. Accept responsibility for successes and my mistakes and I seek solutions to challenges.
 |  |  |  |  |  |
| 1. Seek suggestions, feedback, and opportunities for professional growth to improve my teaching of sexuality education.
 |  |  |  |  |  |
| **Overall score for Standard 1. Professional Disposition**  |  |  |
| **Overall comments or observations:** |