Educator Disposition Assessment

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|  | **Needs****Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
| 1. Demonstrates Effective OralCommunicationSkills (1.000, 11.1%) | * Does not consistently

demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and wordchoice* Does not vary oral

communication tomotivate students asevidenced by monotone voice with visible lack of student participation* Choice of vocabulary is

either too difficult or too simplistic | □ Demonstratesprofessional oralcommunication skills as evidenced by using appropriate language, grammar, and wordchoice for the learning environment, yetmakes some common and noticeable errors* Strives to vary oral

communication as evidenced of some studentsdemonstrating a lack of participation* Occasionally uses

vocabulary that is | □ Demonstrates strongprofessional oralcommunication skills as evidenced by usingappropriate language,grammar, and word choice for the learning environment* Varies oral communication

as evidenced byencouraging participatory behaviors* Communicates at an age

appropriate level asevidenced by explainingcontent specific vocabulary |

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|  | **Needs****Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
|  |  | either too difficult or too simplistic |  |
| 2. Demonstrates | □ Communicates in | □ Communicates | □ Communicates |
| Effective Written | tones that are harsh or | respectfully and | respectfully and positively |
| Communication | negative as evidenced | positively but with | with all stakeholders as |
| Skills (1.000, 11.1%) | by fostering negative responses□ Demonstrates major spelling and grammar errors or demonstrates frequent commonmistakes | some detectablenegative undertones, evidenced byunproductive responses□ Demonstratescommon errors inspelling and grammar | evidenced by fostering conventional responses□ Demonstrates precisespelling and grammar |
| 3. Demonstrates | □ Does not respond to | □ Delayed response to |  |
| professionalism (1.000, | communications and | communications and | □ Responds promptly to |
| 11.1%) INTASC- | does not submit all | late submission of | communications and |
| 2013.9.o | assignments□ Fails to exhibitpunctuality and/or | assignments□ Not consistently | submits all assignments□ Consistently exhibits |

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|  | **Needs****Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
|  | attendance* Crosses major

boundaries of ethical standards of practice* Divulges inappropriate

personal life issues atthe classroom/workplace as evidenced byuncomfortable responses from others* Functions as a group

member with no participation | punctual and/or has absences* Crosses minor

boundaries of ethical standards of practice* Occasionally

divulges inappropriate personal life issuesinto theclassroom/workplace, but this is kept to aminimum* Functions as a

collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizesconversation | punctuality and attendance* Maintains professional

boundaries of ethical standards of practice* Keeps inappropriate personal life issues out of classroom/workplace
* Functions as a

collaborative group member as evidenced by high levels of participation towardsproductive outcomes |

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|  | **Needs****Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
| 4. Demonstrates a positive and enthusiasticattitude (1.000, 11.1%) | * Often complains when encountering problems and rarely offers

solutions* Resists change and

appears offended when suggestions are made to try new ideas/activities* Demonstrates a

flattened affect asevidenced by lack ofexpressive gestures and vocal expressions | * Seeks solutions to

problems with prompting* May tentatively try

new ideas/activitiesthat are suggested yet is often unsure of how to proceed* Overlooks

opportunities todemonstrate positive affect | * Actively seeks solutions to problems without prompting or complaining
* Tries new ideas/activities

that are suggested* Demonstrates an

appropriately positive affect with students as evidenced by verbal and non-verbal cues |
| 5. Demonstrates |  |  |  |
| preparedness in | □ Rejects constructive | □ Somewhat resistant |  |
| teaching and | feedback as evidenced | to constructive | □ Accepts constructive |
| learning (1.000, | by no implementation of | feedback as | feedback as evidenced by |

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|  | **Needs****Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
| 11.1%) INTASC- | feedback | evidenced by a lack of | implementation of feedback |
| 2013.3.p | □ Possesses aninaccurate perception of teaching/learningeffectiveness asevidenced by limited concept of how toimprove* Comes to class

unplanned and without needed materials* Does not have

awareness to alterlessons in progress as evidenced by activating no changes whenneeded | follow through on some suggestions□ Reflection containsinaccuracies asevidenced by needing assistance forcorrective measures of improvement* Comes to class with some plans and most needed materials
* Aware that lesson is not working but does not know how to alter plans to adjust
 | as needed* Learns and adjusts from

experience and reflection as evidenced by improvements in performance* Comes to class planned

and with all needed materials* Alters lessons in progress when needed as evidenced by ability to change plan

mid-lesson to overcome the deficits |
| 6. Exhibits an | □ Demonstrates |  |  |
| appreciation of and | inequitable embracement | □ Goes through the | □ Embraces all diversities as |
| value for cultural and | of all diversities | expected and | evidenced by implementing |
| academic |  | superficial motions to | inclusive activities and |

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|  | **Needs****Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
| diversity (1.000,11.1%) | □ Is challenged to createa safe classroom asevidenced by ignoring negative behaviors by students | embrace all diversities□ Strives to build a safe classroom with zero tolerance ofnegative behaviors towards others but needs furtherdevelopment inaccomplishing this task | behaviors with goals of transcendence□ Creates a safe classroomwith zero tolerance of negativity to others asevidenced by correctingnegative student behaviors |
| 7. Collaborates effectively withstakeholders (1.000,11.1%) | * Is inflexible, as

evidenced by inability to work well with others and does not accept majority consensus* Tone exhibits a

general lack of respect for others as evidenced | * Demonstrates some flexibility
* Maintains a

respectful tone in most circumstances but is | * Demonstrates flexibility as

evidenced by providingconsidered responses and accepts majority consensus* Maintains a respectful

tone at all times, evenduring dissent as evidenced by not interrupting or talking |

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|  | **Needs****Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
|  | by interruptions and talking over others□ Rarely collaborates or shares strategies and ideas even whenprompted | not consistent□ Shares teachingstrategies asevidenced by some effort towardscollaboration | over others□ Proactively sharesteaching strategies asevidenced by productive collaboration |
| 8. Demonstrates self- regulated learner behaviors/takesinitiative (1.000,11.1%) | □ Is unable to self-correct own weaknesses as evidenced by notasking for support oroveruse of requests for support□ Does not conductappropriate research toguide the implementation of effective teaching asevidenced by a lack of citations in work | □ Is beginning torecognize ownweaknesses and asks for support makingsome effort to become involved inprofessional growth□ Level of researchneeds furtherdevelopment to acquire fully and | * Recognizes own

weaknesses as evidenced by seeking solutions before asking for support* Researches and

implements most effectiveteaching styles as evidenced by citing works submitted |

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|  | **Needs****Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
|  |  | integrate resources leading toimplementing different and effective teaching styles |  |
| 9. Exhibits the social and emotionalintelligence to promote personal andeducationalgoals/stability (1.000,11.1%) | □ Demonstratesimmaturity and lack of self-regulation asevidenced byoverreacting to sensitive issues* Does not demonstrate perseverance and

resilience (grit) asevidenced by giving up easily* Demonstrates

insensitivity to feelings of others as evidenced by a | * Demonstrates level

of maturity to self– regulate after initial response is one of overreaction tosensitive issues* Demonstrates

perseverance andresilience (grit) most of the time* Demonstrates
 | * Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing

sensitive issues* Demonstrates

perseverance and resilience (grit) as evidenced bytenacious and determined ability to persist through tough situations* Demonstrates sensitivity

to feelings of others as evidenced bycompassionate and |

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|  | **Needs****Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
|  | lack of compassion and empathetic socialawareness | sensitivity to feelings of others most of the time | empathetic social awareness |