Educator Disposition Assessment

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|  | **Needs**  **Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
| 1. Demonstrates Effective Oral  Communication  Skills (1.000, 11.1%) | * Does not consistently   demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word  choice   * Does not vary oral   communication to  motivate students as  evidenced by monotone voice with visible lack of student participation   * Choice of vocabulary is   either too difficult or too simplistic | □ Demonstrates  professional oral  communication skills as evidenced by using appropriate language, grammar, and word  choice for the learning environment, yet  makes some common and noticeable errors   * Strives to vary oral   communication as evidenced of some students  demonstrating a lack of participation   * Occasionally uses   vocabulary that is | □ Demonstrates strong  professional oral  communication skills as evidenced by using  appropriate language,  grammar, and word choice for the learning environment   * Varies oral communication   as evidenced by  encouraging participatory behaviors   * Communicates at an age   appropriate level as  evidenced by explaining  content 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 common  mistakes | some detectable  negative undertones, evidenced by  unproductive responses  □ Demonstrates  common errors in  spelling and grammar | evidenced by fostering conventional responses  □ Demonstrates precise  spelling 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 exhibit  punctuality 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 at  the classroom/workplace as evidenced by  uncomfortable 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 issues  into the  classroom/workplace, but this is kept to a  minimum   * Functions as a   collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes  conversation | 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 towards  productive outcomes |

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|  | **Needs**  **Improvement (0 pt)** | **Developing (1 pt)** | **Meets Expectations (2 pts)** |
| 4. Demonstrates a positive and enthusiastic  attitude (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 as  evidenced by lack of  expressive gestures and vocal expressions | * Seeks solutions to   problems with prompting   * May tentatively try   new ideas/activities  that are suggested yet is often unsure of how to proceed   * Overlooks   opportunities to  demonstrate 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 an  inaccurate perception of teaching/learning  effectiveness as  evidenced by limited concept of how to  improve   * Comes to class   unplanned and without needed materials   * Does not have   awareness to alter  lessons in progress as evidenced by activating no changes when  needed | follow through on some suggestions  □ Reflection contains  inaccuracies as  evidenced by needing assistance for  corrective 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 create  a safe classroom as  evidenced by ignoring negative behaviors by students | embrace all diversities  □ Strives to build a safe classroom with zero tolerance of  negative behaviors towards others but needs further  development in  accomplishing this task | behaviors with goals of transcendence  □ Creates a safe classroom  with zero tolerance of negativity to others as  evidenced by correcting  negative student behaviors |
| 7. Collaborates effectively with  stakeholders (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 providing  considered responses and accepts majority consensus   * Maintains a respectful   tone at all times, even  during 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 when  prompted | not consistent  □ Shares teaching  strategies as  evidenced by some effort towards  collaboration | over others  □ Proactively shares  teaching strategies as  evidenced by productive collaboration |
| 8. Demonstrates self- regulated learner behaviors/takes  initiative (1.000,  11.1%) | □ Is unable to self-  correct own weaknesses as evidenced by not  asking for support or  overuse of requests for support  □ Does not conduct  appropriate research to  guide the implementation of effective teaching as  evidenced by a lack of citations in work | □ Is beginning to  recognize own  weaknesses and asks for support making  some effort to become involved in  professional growth  □ Level of research  needs further  development to acquire fully and | * Recognizes own   weaknesses as evidenced by seeking solutions before asking for support   * Researches and   implements most effective  teaching 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 to  implementing different and effective teaching styles |  |
| 9. Exhibits the social and emotional  intelligence to promote personal and  educational  goals/stability (1.000,  11.1%) | □ Demonstrates  immaturity and lack of self-regulation as  evidenced by  overreacting to sensitive issues   * Does not demonstrate perseverance and   resilience (grit) as  evidenced 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 to  sensitive issues   * Demonstrates   perseverance and  resilience (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 by  tenacious and determined ability to persist through tough situations   * Demonstrates sensitivity   to feelings of others as evidenced by  compassionate and |

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