

# Educator Disposition Assessment

Please check any behaviors listed under each aspect of disposition that need to be addressed if ratings are at the 1 or 2 level. The listed indicators provide reviewers with an operational definition of each dispositional component.

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Disposition 1: Demonstrates effective oral communication skills [Danielson: 3a; Marzano: 30; InTASC: 3(r)]		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
1.1	Models Standard English (oral expression)	Models Standard English with frequent errors; grammatical inconsistencies and word choice do not provide adequate model	Models Standard English with some errors; errors show some grammatical inconsistencies	Models Standard English with no more than one error; if error is present, this does not detract from message	Models Standard English with no errors; is articulate in word choice and effectively gets message across
1.2	Varies oral communication to motivate P-12 students	Tone, inflection, and pacing are mechanical and do not vary to match task or encourage student engagement.	Inconsistently varies tone, inflection, and pacing; variation may not match task (e.g. rush through task to finish; pace too slow to keep students engaged)	Varies tone, inflection and pacing to keep students engaged; variation is appropriately matched to the task (e.g. animation in a story; excitement at solving a problem)	Varies tone, inflection, and pacing and adjusts quickly to student responses to keep students engaged; variation is appropriately matched to the task and incorporates knowledge of student interests
1.3	Makes appropriate comments in the classroom	Makes inappropriate comments or shares examples that do not respect cultural, linguistic, or individual differences;	Makes comments and shares examples that attempt to respect cultural, linguistic, and individual differences, but shows naïve or incomplete understanding of some differences.	Makes appropriate comments and shares examples that respect cultural, linguistic, and individual differences.	Makes comments and shares examples that are appropriate, respectful, and show extensive knowledge of cultural, linguistic, and individual differences
1.4	Communicates at an appropriate level	Talks down to, or above, the students or peers; does not break down concepts and vocabulary to the students' or peers' level	Uses developmentally appropriate language but inconsistently matches vocabulary to age group or peers; does not always explain things at a level students or peers can understand	Uses developmentally appropriate language; matches vocabulary to age or peer group and explains things at a level the students and/or peers can understand	Uses developmentally appropriate language; matches vocabulary to age group and peers and explains things at a level the students and/or peers can understand; increases academic language
Comments					

Disposition 2: Demonstrates effective written communication skills (Electronic and paper)					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
2.1	Communicates respectfully with all stakeholders (other candidates, instructors, or P-12 school personnel and P-12 students) (written communication)	Communication regularly shows partiality to specific stakeholders; word choices show value judgment and/ or disrespect when communicating about stakeholders when perspective differ	Communication is generally respectful of stakeholders, but word choices may show value judgment to some groups or individuals when perspectives differ; or communication shows value judgment when communicating about a stakeholder	Communication is equally respectful to stakeholder groups and individuals even when perspectives may differ from that of the candidate, both when communicating to, or about, a stakeholder	Communication is equally respectful to stakeholder groups and individuals even when perspectives may differ from that of the candidate, both when communicating to, or about, a stakeholder; Word choice shows an understanding that any audience could read this and writes accordingly
2.2	Demonstrates appropriate spelling and grammar (written communication)	Communication shows frequent spelling and grammatical inconsistencies; word choice does not provide clear communication	Communication is generally accurate, with some errors; errors show grammatical and word choice inconsistencies but the messages are understandable	Communication demonstrates appropriate spelling and grammar, with no more than one error; if error is present, this does not detract from message	Communication is accurate and does not contain spelling and grammatical errors; word choice effectively gets message across
2.3	Focuses all written communications positively	Communication may be positive to students, faculty, and colleagues on select topics, but lacks a positive voice tone, negative word choice, or strong opinions when the topic differs from what the candidates sees as important, particularly when there is a disagreement about how something is handled	Communication addresses most topics to students, faculty, and colleagues in a positive manner, but occasionally lacks a positive voice tone or word choice when there is a disagreement about how something is handled	Communication addresses all topics, including corrections and concerns to students, faculty, and colleagues with a positive voice tone and word choice even when there is a disagreement about how something is handled	Communication addresses all topics, including corrections and concerns to students, faculty, and colleagues with a positive voice tone and word choice even when there is a disagreement about how something is handled. Word choice shows an understanding that any audience could read this and writes accordingly
Comments					

Disposition 3: Demonstrates Professionalism [Danielson: 4f; InTASC: 9(o)]					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
3.1	Responds to emails promptly	Rarely answers emails or consistently answers late. Replies sent are vague or incomplete.	Inconsistently responds to emails. Answers some emails on time. Replies usually address the necessary information asked for in the email, but sometimes a follow up email is needed to get the necessary information.	Regularly responds to emails. Replies address the necessary information and are detailed enough to minimize errors in communication.	Regularly responds to emails and in a timely fashion. Replies address the necessary information, are detailed enough to minimize errors in communication, and double check and verify communication to make sure messages are understood
3.2	Exhibits punctuality and attendance	Rarely on time to class, meetings, or field experiences. Does not communicate reasons for absences or tardies, or often communicates after the fact.	Usually on time to class, meetings, or field experiences. Usually communicates reasons for absences or tardies, but sometimes this occurs after the fact.	Is consistently on time to class, meetings, or field experiences. Regularly communicates reasons for absences or tardies prior to the events and works to make up what is missed.	Is consistently on time to class, meetings, or field experiences. Anticipates and plans ahead for absences to the extent possible, regularly communicates reasons for absences or tardies prior to the events and works to make up what is missed.
3.3	Maintains professional boundaries with P-12 students.	Tries to be a buddy with the students or else is overly authoritarian; connects to students on social media or exchanges e-mails for non-professional purposes; physical touch or space boundaries are inappropriate with students or peers	Usually communicates authority but occasionally under-or over-controls; uses social media or other electronic communication for professional purposes only; physical touch and space boundaries are appropriate with students or peers	Communicates authority without being overbearing; uses social media or other electronic communication for professional purposes only; physical touch and space boundaries are appropriate with students or peers	Communicates authority without being overbearing and shows appropriate control of the classroom; uses social media or other electronic communication for professional purposes only; physical touch and space boundaries are appropriate with students or peers
3.4	Keeps personal life at home	Classroom duties and teaching responsibilities are notably affected by personal circumstances and interfere with performance; discusses personal life inappropriately with students or other staff or shares excessively with authorities (e.g. cooperating teacher, principal, faculty member)	Carries out classroom duties and teaching responsibilities; is less effective at times due to personal circumstances, but these provide minimal interference; discusses personal life appropriately with students but may share more than what is needed with authorities (e.g. cooperating teacher, principal, faculty member)	Carries out classroom duties and teaching responsibilities adequately, regardless of personal circumstances; discusses personal life appropriately with students and usually shares only what is needed to authorities (e.g. cooperating teacher, principal, faculty member)	Carries out classroom duties and teaching responsibilities effectively, regardless of personal circumstances; discusses personal life appropriately with students or colleagues and shares only what is needed to authorities (e.g. principal; paraprofessional; colleague)

Disposition 3: Demonstrates Professionalism--continued					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
3.5	Functions as a team player	Rarely participates in planning and discussions; may participate but is not engaged; does not work well with others; fails to follow through on assignments, is not trustworthy, and is late; work does not meet minimum requirements; does not communicate	Participates in planning and discussions but not may not contribute much; works well with others but may not initiate; follows through on assignments but is sometimes late; work meets minimum requirement for what is assigned; communicates minimally to get the job done	Consistently participates in planning and discussions; initiates or volunteers for tasks; follows through on assignments in a timely manner; work is of quality; communicates regularly to make sure activities run smoothly; will jump in and help as needed if a problem arises	Consistently leads planning and discussions; initiates or volunteers for but also delegates; follows through on assignments promptly, communicates regularly; anticipates problems and works to minimize these; work is exemplary; dependable and will help as needed when a problem arises
3.6	Turns in work promptly	Work is regularly turned in late; quality varies; communication about late work is minimal or after the fact and reasons do not appear to be appropriate	Work is turned in on time, but sometimes looked "rushed", affecting quality; late work is minimal; communication about late work happens prior to the deadline and reasons are appropriate	Work is turned in on time and work shows adequate planning and preparation; late work if any, is rare; communication about late work happens prior to the deadline and reasons are appropriate	Work is turned in on time and is well done.
3.7	Avoids inappropriate conversations inside and outside of the classroom	Information about students, teachers, classrooms, and events are discussed in front of the students, inside the school, with parents, in public places, or on social media; discussions are value-laden or violate confidentiality.	Information about students, teachers, classrooms, and events is occasionally discussed in front of the students; inside the school, with parents, in public places, or on social media; discussions with colleagues usually keep information confidential; "leaks" are rare	Information about students, teachers, classrooms, and events is not discussed in front of the students, inside the school, with parents, in public places, or on social media; discussions with appropriate colleagues keep information confidential	Information about students, teachers, classrooms, and events is not discussed in front of the students, inside the school, with parents, in public places, or on social media; discussions with appropriate colleagues keep information confidential; reminds others about confidentiality and models this
3.8	Respects and adheres to the ethical standards of practice	Fails to respect and follow ethical standards of practices (e.g. honesty; confidentiality, respect of others, etc) or else "picks and chooses" when to follow these; may follow some but not others	Usually respects and follows ethical standards of practice (e.g. honesty, confidentiality, respect of others, etc.); knows the standards.	Consistently respects and follows ethical standards of practice (e.g. honesty, confidentiality, respect of others, etc.); knows what these standards are and why they are important	Consistently respects and follows ethical standards of practice (e.g. honesty, confidentiality, respect of others, etc.); knows what these standards are and why they are important; encourages others to respect and follow these

Disposition 3: Demonstrates Professionalism--continued					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
3.9	Refrains from profanity	Regularly uses profanity or unclean language, jokes, racial slurs, or other inappropriate statements	Occasional slips with profanity, but does apologize; does not use unclean language, jokes, racial slurs, or other inappropriate statements	Avoids the use profanity or unclean language, jokes, racial slurs, or other inappropriate statements	Avoids the use profanity or unclean language, jokes, racial slurs, or other inappropriate statements; encourages other ways to express oneself.
Comments					

Disposition 4: Demonstrates a positive and enthusiastic attitude [Marzano: 29]					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
4.1	Goes above and beyond requirements	Shows minimal understanding of the requirements and provides minimal effort to meet these; does not go above and beyond these to increase personal learning, collaborative learning of peers, or learning of P-12 students.	Shows adequate understanding of the requirements and regularly meets these; sometimes goes above and beyond these to increase personal learning , collaborative learning of peers, or learning of P-12 students.	Adheres to the requirements and shows initiation by going above and beyond these to increase personal learning, collaborative learning of peers, and learning of P-12 students	Communicates clearly what the requirements are and shows initiation by going above and beyond these to increase personal learning, collaborative learning of peers, and learning of P-12 students; seeks opportunities to learn and achieve more for personal and professional growth
4.2	Demonstrates an appropriately positive affect with P-12 students	Word choice, demeanor, and voice tone are generally negative; sarcasm may be used as "humor." Students are discouraged from sharing information other than required answers; corrections and redirections to students are generally negative, condescending, or harsh	Word choice, demeanor, and voice tone are usually positive and set up an environment that encourages students to ask and answer questions; corrections and redirections to students are usually respectful but demeanor or voice tone is not always positive	Word choice, demeanor, and voice tone are positive and set up an environment that encourages students to ask and answer questions and share perspectives; corrections and redirections to students are respectful	Word choice, demeanor, and voice tone are positive and set up an environment that encourages students to ask and answer questions and share perspectives; corrections and redirections to students are respectful; sets expectation for classroom staff to exhibit positive affect as well

Disposition 4: Demonstrates a positive and enthusiastic attitude--continued					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
4.3	Seeks solutions to problems instead of complaining	Puts in little effort to seek solutions to problems; does not like to take advice on how to solve problems or solves problems ineffectively; frequently complains	Seeks solutions but relies on advice from others to solve problems; implements solutions positively but does not initiate frequently; rarely complains	Seeks solutions to problems and takes initiative to explore and try solutions; asks for advice positively when necessary; does not complain	Seeks solutions to problems and takes initiative to explore and try solutions, including novel approaches; solicits advice positively from colleagues when appropriate and encourages others to try solutions
4.4	Encourages P-12 students	Focuses extensively on the right answer and does not acknowledge effort, problem solving and perseverance; communicates low expectations of students	Encourages students to try solutions; acknowledges correct answers and sometimes acknowledges effort and perseverance; has appropriate expectations for most students	Encourages students to try multiple solutions and acknowledges effort and perseverance; has appropriate expectations and at times recognizes successes for students	Encourages students to try multiple solutions and acknowledges effort and perseverance; communicates high expectations and recognizes successes of all students
4.5	Tries new things that are suggested	Does not reflect on performance; is not open to suggestions and does not take responsibility for actions (sees external factors as affecting performance); rarely tries new things	Reflects on performance and is open to some suggestions for improvement but tends to justify actions; sometimes tries new things reluctantly and other times is positive	Reflects on performance and is open to suggestions for improvement and positively tries new things suggested; is appreciative of suggestions	Reflects on performance and is open to suggestions for improvement; and positively tries new things suggested; reflects on suggestions implemented and shows appreciation for suggestions
4.6	Engages openly and actively with P-12 students	Asks questions but does not provide sufficient wait time to students to answer; responds selectively to students' answers and controls the conversation; does not encourage to share with one another; selectively respects students answers; does not incorporate answers and may jump to the next topic	Asks questions but sometimes fails to provide adequate wait time for students to answer; responds genuinely to students' answers; sometimes asks students to share with one another; respects answers but is not usually able to incorporate these into the discussion	Asks questions and provides adequate wait time for students to answer; responds genuinely to students' answers and encourages students to share with one another their insights; respects all answers and often incorporates these into the conversation	Asks questions and provides sufficient wait time for students to answer; responds genuinely to students' answers and encourages students to share with one another their insights; respects all answers and incorporates these to keep the conversation going
Comments					

Disposition 5: Demonstrates preparedness in teaching and learning [Danielson: 1e; 3e, InTASC: 3(p)]					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
5.1	Accepts constructive feedback	Accepts perspectives on performance that align with personal perspective; usually justifies actions or cites external factors that influence performance; does not take responsibility for suggestions or changes; shows little tolerance for suggestions to improve performance and rarely implements suggestions	Accepts some perspectives on performance, but is less accepting of those which differ from personal perspective; may justify actions; usually accepts suggestions but may not contribute to generating suggestions to improve performance; does not consistently implement suggestions	Accepts multiple perspectives on performance, even if these differ from personal perspective; rarely justifies actions; collaborates to generate suggestions to improve performance and regularly implements these	Accepts multiple perspectives on performance, even if these differ from personal perspective; initiates opportunities for feedback to improve performance; collaborates to generate suggestions to improve performance and regularly implements these
5.2	Learns and adjusts from experience and reflection	Rarely reflects on teaching experiences and/or often incorrectly identifies strengths and/or for improvement by not seeing the critical elements or by justifying actions or citing external factors as primary reasons for poor lesson delivery; does not plan or plans changes to the lesson that are cosmetic and do not result in improvements; implements changes only when required to do so	Consistently reflect on teaching experiences and often correctly identifies strengths and/or areas for improvement; usually takes responsibility for areas of improvements without justifying actions; plans changes that possibly could improve the lesson and when possible, implement some of these in future lessons	Consistently reflects on teaching experiences and correctly identifies strengths and areas for improvement; takes responsibility for improvements and plans future changes that have a sufficient chance of improving the lesson and, when possible, implements these changes in future lessons	Consistently reflects on teaching experiences and correctly identifies strengths and areas for improvement; takes responsibility for improvements and plans future changes that have a high likelihood of improving the lesson and frequently implements these changes in future lessons. Reflections on changes and adjusts accordingly
5.3	Comes to class planned and with needed materials	Rarely comes to class prepared and materials are insufficient or missing; lesson delivery is frequently interrupted with adjustments to get the "lesson" to work	Often comes to class prepared and with most of the needed materials; preparation and materials are sufficient to begin lesson delivery but may cause minor interruptions that require adjustments to the lesson delivery	Regularly comes to class prepared and with needed materials; preparation and materials are sufficient to minimize downtime and support pacing in lesson delivery	Always comes to class prepared and with needed materials; preparation and materials are sufficient to minimize downtime and support pacing in lesson delivery; back up materials and plans are in place to anticipate "glitches"

Disposition 5: Demonstrates preparedness in teaching and learning--continued					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
5.4	Alters lessons in progress when needed	Presents lessons that do not flow well or are disjointed; progression of content is not obvious; is generally unable to adjust lesson based on students' responses or performance and rarely alters the lesson once the need is identified; alterations, if attempted, do not improve learning or engagement	At times presents lessons that flow well and show a good progression of content being taught; sometimes identifies needs for adjustments based on students' responses or performance; is not always able to alter the lesson once need is identified or may alter the lesson but not consistently in ways that improve student engagement or understanding	Often presents lessons that flow well and show a good progression of content being taught; usually identifies need for adjustments based on students' responses or performance and is often able to alter the lesson to improve student engagement or understanding	Regularly presents lessons that flow well and show a good progression of content being taught; identifies need for adjustments based on students' responses or performance and is able to alter the lesson to improve student engagement or understanding; anticipates areas students may have difficulty and plans alterations in case there is a need
Comments					

Disposition 6: Exhibits an appreciation of and value for cultural and academic diversity [Danielson: 1b; 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(0), 3(0), 9(m), 10(g)]					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
6.1	Demonstrates awareness of traditional and non-traditional family contexts including family status	References family structures but uses examples that predominantly showcase traditional family contexts; references to non-traditional family contexts are value-laden and promote some family contexts as more "correct" than others	References family structures but uses examples that predominantly showcase traditional family contexts; includes some non-traditional family contexts in ways that promote neutrality but may give the message that some family structures are rare and not representative of the norm	References family structures and uses examples that show a variety of family contexts, including family status, in ways that promote all of these structures as normal and equally valued; students belonging to various family structures do not feel "singled out" as different	References family structures and uses examples that show a variety of family contexts, including family status, in ways that promote all of these structures as normal and equally valued; students belonging to various family structures do not feel "singled out" as different. Family strengths are celebrated



Disposition 6: Exhibits an appreciation of and value for cultural and academic diversity--continued					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
6.2	Embraces all diversities/differences to include racial, SES and learning styles	References diversities and differences but uses examples that predominantly showcase expressions of ability, gender, race, SES, and learning styles; references to expressions of diversity are value-laden, stereotypical, and promote some differences as more "correct" or valued than others	References diversities and differences but uses examples that predominantly showcase dominant expressions of ability, gender, race, SES, and learning styles; includes some expressions of diversity in ways that promote neutrality but may give the message that some differences are not representative of the norm	Generally references diversities and differences and uses examples that show some variety of individuals expressing diversity in ways that promote these as normal and equally valued; variety is not fully representative but diverse students do not feel "singled out" as different	References diversities and differences and uses examples that show sufficient variety of individuals expressing diversity in ways that promote these as normal and equally valued; information conveyed is representative and not "stereotypical"; diverse students do not feel "singled out" as different and individual strengths are celebrated
6.3	Creates a "safe classroom" with zero tolerance of negativity to others	Puts in minimal effort to create a "safe classroom"; shows partiality to some students; and ignores or otherwise fails to address negative situations when they arrive	Attempts to create a "safe classroom" by modeling respect toward students; tells students to respect one another but often does not follow through when negative comments occur or else talks to the students but does not help them resolve negative situations	Creates a "safe classroom" by modeling respect toward students and encourages students to respect one another; consistently follows through when negative comments occur and helps students resolve negative situations	Creates a "safe classroom" by modeling respect toward students and encourages students to respect one another; consistently follows through when negative comments occur and helps students resolve negative situations; provides instruction on respect and how to handle negative comments
6.4	Plans activities to raise student awareness and acceptance of differences.	Plans activities to raise student awareness and acceptance of differences only if required; shows minimal effort in implementing activities; does not engage students or answer questions; does not compliment students who show acceptance of others' differences.	Plans one or more activities to raise student awareness and acceptance of differences; is able to answer some student questions but may not help clarify their misconceptions; tells students to accept others but does not often remember to compliment students who show acceptance of others' difference.	Plans activities as part of the curriculum to raise student awareness and acceptance of differences; answers student questions to clarify their misconceptions and compliments students who show acceptance of others' differences	Plans activities as part of the curriculum to promote student awareness and acceptance of differences; answers student questions to clarify their misconceptions, provides opportunities for diverse students to work together, and compliments students who show acceptance of others' differences

Disposition 6: Exhibits an appreciation of and value for cultural and academic diversity--continued					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
6.5	Understands the importance of a positive school experience	Provides activities that fill time but often does not engage students or peers to improve learning; creates a class climate that is often negative or varies depending on the day; makes minimal effort to connect to students or peers in the class	Provides activities that often engage students or peers to improve learning; creates a class climate that is mostly positive; shows respect to students or peers and attempts to connect with one or more students or peers in the class on any given day	Provides engaging activities that make learning meaningful and creates a positive class climate; communicates caring and respect to students or peers, and regularly attempts to connect with all students or peers in the class	Provides engaging activities to make learning meaningful and creates a positive class climate; communicates caring and respect to students or peers, and works to connect with all students or peers in the class, providing special attention to students or peers who do not see school as positive
Comments					

Disposition 7: Collaborates effectively with stakeholders (other candidates, instructors, or P-12 school personnel and P-12 students) [Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)]					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
7.1	Engages parental and guardian involvement	Rarely communicates with parents and guardians and does so only when necessary (e.g. discipline issue with child); does not provide opportunities for parents to participate in the classroom; parental involvement is limited to "homework" assignments; does not reach out to parents and may view them as "intrusions" to the class program.	Communicates occasionally with parents and guardians; rarely encourages parental involvement by sending home class-connected activities like reading with a child or asking for volunteers for field trips, but does not reach out to parents often or in multiple ways.	Communicates regularly with parents and guardians; at times encourages parental involvement in more than one way, (e.g. help out or present in the classroom; do class-connected activities like reading with child, at home, or help with field trips or similar activity in the community.	Communicates consistently with parents and guardians; frequently encourages parental involvement in multiple ways, (e.g. help out or present in the classroom; do class-connected activities like reading with child, at home, or help with field trips or similar activity in the community; solicits parental input in engagement options

Disposition 7: Collaborates effectively with stakeholders (other candidates, instructors, or P-12 school personnel and P-12 students)--continued					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
7.2	Disagrees respectfully	Voice tone, facial expression, and word choice vary when talking to others, depending on the candidate's perception of how severe the disagreement is; the candidate often uses harsh words, sarcasm, or voice tone and may refuse to associate with others involved in the disagreement	Voice tone, facial expression, and word choice usually convey respect to others when disagreeing about a topic or problem; the candidate sometimes shows respect after the verbal exchange but may also avoid the others involved and minimize talking to them or working with them	Voice tone, facial expression, and word choice convey respect to others when disagreeing about a topic or problem; the candidate continues to show respect to the others involved and to work with them after the verbal exchange, regardless of the what the others might have said or how they reacted	Voice tone, facial expression, and word choice convey respect to others when disagreeing about a topic or problem; the candidate continues to show respect to the others involved and to work with them after the verbal exchange, regardless of the what the others might have said or how they reacted; is able to separate the disagreement from the individuals and connect to them in other ways
7.3	Possesses social awareness	Cites stereotypical information about values that diverse groups and individuals may hold that influence collaboration (e.g. group vs. individual identity, view of authority/ roles; collaboration vs. competition); is social unaware and often misinterprets responses of others in negative or judgmental ways rather than values or preferences about how groups and individuals work together	Lacks an understanding of diverse groups and individuals may have differing values that may influence collaboration (e.g. group vs. individual identity, view of authority/ roles; collaboration vs. competition) but often cannot identify these or associate them with any particular group or individual; rarely checks with stakeholders on preferences when working together so is unable to honor preferences	Shows an understanding of one or more values held by some diverse groups and individuals that may influence collaboration (e.g. group vs. individual identity, view of authority/ roles; collaboration vs. competition); checks with stakeholders about their preferences when working together and often honors preferences	Articulates key values held by diverse groups and individuals that may influence collaboration (e.g. group vs. individual identity, view of authority/roles; collaboration vs. competition); checks with stakeholders about their preferences when working together and often honors preferences
7.4	Uses flexibility	Holds rigidly defined and narrow expectations about how something should be solved or carried out to get something done; prefers own perspectives and is generally unwilling to follow other's suggestions; will refuse to change course even if something is not working	Does not easily see more than one way to solve a problem or get something done, but can be persuaded to follow others suggestions; tends to stick to a path but will occasionally change course if something isn't working and try something else to make things work	At times sees more than one way to solve a problem or get something done and is open and willing to follow others' suggestions to do so; will change course if needed, if something isn't working and try something else to make things work	Regularly sees more than one way to solve a problem or get something done and actively solicits ideas from others; is open and willing to follow others' suggestions to do so; will change course if needed, if something isn't working and try something else to make things work

Disposition 7: Collaborates effectively with stakeholders (other candidates, instructors, or P-12 school personnel and P-12 students)--continued					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
7.5	Listens to what stakeholders are saying as evidenced by considered response	Promotes own ideas without hearing from others; others may be allowed to talk but are quickly silenced if their opinions differ; usually makes the decisions and pressures others to agree; usually does not review decisions or check to make sure everyone is clear on what is decided	Sometimes checks with one or two stakeholders to get their perspectives but often shares or promotes their own ideas without adequately hearing from others; rarely thanks everyone for their contributions and/or sometimes does not review decisions or check to make sure everyone is clear on what is decided	Often gets information from several stakeholders and encourages them to share their perspectives before offering or promoting one's own; thanks everyone for their contributions and makes sure everyone is clear on what is decided	Consistently gets information from several stakeholders and encourages them to share their perspectives before offering or promoting one's own; thanks everyone for their contributions and makes sure everyone is clear on what is decided and provides a rationale for this; acknowledges minority opinions even if these differ from the majority response
7.6	Maintains a respectful tone at all times	Shows partiality when conversing with different groups or individual stakeholders, using a respectful tone with some but not others; voice tone often shows value judgment to specific stakeholders specific stakeholders when perspectives differ, regardless of setting	Often maintains a respectful tone in conversing with different groups or individual stakeholders, but voice tone may show value judgment to specific stakeholders when perspectives differ; tone may vary in levels of respect, depending on setting	Usually maintains a respectful tone in conversing with different groups or individual stakeholders, even if there are disagreements or differing perspectives; conveys a respectful tone with, or about, stakeholders in more than one setting	Consistently maintains a respectful tone in conversing with different groups or individual stakeholders, even if there are disagreements or differing perspectives; conveys a respectful tone with, or about, stakeholders across settings; conveys a message
7.7	Shares successful teaching strategies	Is reluctant to share successful teaching strategies with others; is not open to others sharing ideas or showing appreciation for the strategies other share; sees this as competition	Shares some successful teaching strategies with others; listens to others ideas but does not usually encourage others to share; is appreciative of some people's strategies shared but not others	Often shares successful teaching strategies with others and encourages others to share ideas; shows appreciation for the strategies others share	Regularly shares successful teaching strategies with others and encourages others to share ideas; shows appreciation for the strategies others share; works with colleagues to help implement one another's strategies
7.8	Exhibits a sense of equality	Involves members in a stakeholder group that identify with candidate's agenda; others are not involved, do not participate, and do not get acknowledged or appreciated for their contributions	Involves some members in a stakeholder group but not others; some members may have token participation in group projects or tasks	Usually involves all members in a stakeholder group but may let some members dominate; some members may have token participation in group projects or tasks	Regularly involves all members in a stakeholder group and ensures each voice is heard; makes sure each person is able to participate meaningfully in group projects or tasks

Disposition 7: Collaborates effectively with stakeholders (other candidates, instructors, or P-12 school personnel and P-12 students)--continued

	Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
Comments				

Disposition 8: Demonstrates self-regulated learner behaviors/takes initiative [Danielson; 4e; Marzano: 57; InTASC: 9(l), 9(n), 10®, 10(t)]

	Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
8.1 Recognizes own weaknesses and asks for support	Rarely recognizes own weaknesses and when these are pointed out, will justify actions; or may identify things to improve upon when asked but these may be superficial, rather than key areas; usually waits to be told what to improve on; is vague on what help is needed or may deny that help is needed	Often recognizes need for help and is sometimes able to identify own key weaknesses and areas in need of improvement; sometimes asks for support but is also likely to wait to be told what to improve upon; is often vague on what help is needed	Is usually able to identify own key weaknesses and areas in need of improvement; consistently asks for support and when doing so, is usually able to specify what help is needed	Is able to identify own key weaknesses and areas in need of improvement; sets target goals for improvement; consistently asks for support and when doing so, specifies what help is needed to achieve target goals
8.2 Asks questions proactively and is self-directed	Rarely asks questions; relies on others to ask; questions, when asked are generally reactive and not pertinent; shows minimal interest in learning; does not initiate further exploration on own to enhance learning	Occasionally asks questions about a topic; sometimes these are proactive and at other times reactive; some questions are pertinent and show moderate interest in learning; rarely initiates further exploration on own to enhance learning	Frequently asks questions proactively; questions are pertinent to the topic and show a genuine interest in learning; will often initiate further exploration on own to enhance learning	Plans and prepares ahead for a topic; frequently asks questions proactively; questions are pertinent to the topic and show a genuine interest in learning; regularly initiates further exploration on own to enhance learning

**Disposition 8: Demonstrates self-regulated learner behaviors/takes initiative--continued**

		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
8.3	Researches and implements different and most effective teaching styles	Does not research teaching styles or does so only when asked and with minimal effort; research, if any, is superficial and shows preferences what fits own personality or is fun and interesting but has little application to what is effective; implements one or more of these based on preferences or comfort level; does not reflect on effectiveness in improving learning for P-12 students	Researches teaching styles but does not often initiate the research; tends to rely on one source for information; research is limited to a few teaching styles and their features but has limited focus on effectiveness; implements one or more of these and identifies what was fun or interesting but not necessarily what was effective in improving learning for P-12 students	Initiates research and searches more than one source to learn more about different teaching styles and which are shown to be effective; sources vary in quality; implements one or more of these and reflects on the effectiveness of what was implemented in improving learning for P-12 students	Initiates research and searches multiple sources to learn more about different teaching styles, which are shown to be effective, and under what conditions, sources are appropriate; implements a number of these and accurately reflects on the effectiveness of what was implemented in improving learning for P-12 students
8.4	Takes responsibility for knowing P-12 students and/or colleagues	Rarely asks questions, superficially observes and/or spends minimal time with P-12 students and/or colleagues; waits for others to initiate contact; knows few individuals or meaningful characteristic about them; does not how to best work with them	Sometimes asks questions, observes, and/or spends some time with P-12 students and/or colleagues to get to know them; can name one characteristic of a number of individuals but is unfamiliar with others and not sure how to best work with them	Often asks questions, observes, and spends time with P-12 students and/or colleagues to get to know them; is usually able to articulate key characteristics of each individual and how to best work with them	Regularly asks questions, observes, and spends time with P-12 students and/or colleagues to get to know them; seeks additional contacts with less familiar students and/or colleagues; is consistently able to articulate key characteristics of each individual and how to best work with them

Comments

Disposition 9: Exhibits the social and emotional intelligence to promote personal and educational goals/stability [Marzano; 37, 38]					
		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
9.1	Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm	Generally avoids sensitive issues, redirects them, or squelches the issues; does not allow sensitive issues to be talked about or else becomes emotional and opinionated when discussing them	When sensitive issues arise, is often surprised or taken aback by an issue; sometimes overreacts or tries to squelch the issue; at other times is able to stay calm, state information objectively, and keep a neutral focus on the issue	When sensitive issues arise, may initially appear surprised or taken aback by an issue but quickly recovers and is usually able to stay calm, state information objectively, and keep a neutral focus on the issue	When sensitive issues arise, is consistently able to stay calm, state information objectively, and keep a neutral focus on the issue; anticipates sensitive issues and at times guides others to discuss these appropriately
9.2	Does not overreact to criticism or other situations	Frequently overreacts to criticism or other situations and does not calm down easily; generally does not "move on" and may continue to bring up past information in unproductive ways; cannot let go of a past incident	Frequently reacts to criticism or other situations; sometimes reactions are reasonable and sometimes over-reactive; when over-reactive, the candidate generally calms down but may take a while to "move on"	May show some reaction to criticism or other situations but these seem reasonable and are usually not over-reactive; when over-reactive, the candidate generally calms down quickly and can "move on"	Generally handles criticisms and other situations reflectively and calmly; carries an objective demeanor even under stressful situations and works to support others to remain calm and not overreact
9.3	Demonstrates perseverance and resilience (grit)	When problems or difficulties arise, will give up easily after a few tries to one solutions; does not generally think of other solutions to try; is easily discouraged when things don't work out and generally cannot be persuaded to try something again	When problems or difficulties arise, will often seek solutions; gives up more easily on some tasks than others;	When problems or difficulties arise, tries one or more solutions; does not usually give up easily; is sometimes discouraged when things don't work out but will recover quickly and is willing to try something again	When problems or difficulties arise, successfully implements solutions; does not usually give up easily and often outlasts others who have given up
9.4	Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses	Rarely communicates with superiors personal issues that may affect work obligations; communication is often emotional and generally occurs after an event; regularly uses personal excuse for poor performance and does not see a reason to make things up	Inconsistently communicates with superiors personal issues that may affect work obligations; communication is sometimes emotional and may occur prior to, or after an, an event; will sometimes use personal issues as an excuse for poor performance; will make things up if requested but does not initiate this	Often communicates with superiors personal issues that may affect work obligations prior to an event but presents them as objectively as possible with the expectation that this will not be an excuse for poor performance; works hard to keep up performance and will make things up as needed	Regularly communicates with superiors personal issues that may affect work obligations prior to an event but presents them as objectively as possible with the expectation that this will not be an excuse for poor performance; work performance is rarely affected by personal issues; puts forth extra effort to make things up as needed

Disposition 9: Exhibits the social and emotional intelligence to promote personal and educational goals/stability--continued

		Emerging 1	Developing 2	Meets Expectation 3	Exceeds Expectation 4
9.5	Demonstrates sensitivity to feelings of others	Rarely reads verbal and non-verbal cues; shows little sensitivity to the feelings of others, or else selectively shows sensitivity to some but not others; regularly defends actions if misunderstandings occur and does not see a need for apologizing or smoothing a situation; personal interpretation of the situation is held above other people's feelings and interpretations	Can read some verbal and non-verbal cues but does not consistently use this information to sensitively respond to the feelings of others; if misunderstandings occur, may defend actions because the offense was unintentional; can be encouraged to apologize for the misunderstanding but is not able to smooth the situation	Often reads verbal and non-verbal cues and uses this information to sensitively respond to the feelings of others; if misunderstandings occur, is quick to apologize and/or smooth the situation as needed	Consistently reads verbal and non-verbal cues; regularly uses this information to sensitively respond to the feelings of others; anticipates sensitive issues and minimizes misunderstandings; if misunderstandings occur, is quick to apologize and/or smooth the situation as needed

Comments