## Educator Disposition Assessment

Name: ___________________________ Date: ___________________________

Evaluator: ___________________________

**Directions:** Please use the following numbers to rate the individual on each aspect of disposition based on the following scale by checking the corresponding number in the cell.

1 = **Emerging:** no evidence of understanding and commitment to the disposition  
2 = **Developing:** some evidence of understanding and commitment to the disposition  
3 = **Meets Expectation:** considerable evidence of understanding and commitment to the disposition  
4 = **Exceeds Expectation:** complete evidence of understanding and commitment to the disposition

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.

### Disposition and Associated Indicators

<table>
<thead>
<tr>
<th>1. Demonstrates effective oral communication skills</th>
<th>Emerging</th>
<th>Developing</th>
<th>Meets Expectation</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielson: 3a; Marzano: 30; InTASC: 3(r)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>□ Models Standard English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Varies oral communication to motivate students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Makes appropriate comments in the classroom</td>
<td>University Supervisor US</td>
<td>83%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>□ Communicates at an appropriate level</td>
<td>Cooperating Teacher TC</td>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Demonstrates effective written communication skills</th>
<th>Emerging</th>
<th>Developing</th>
<th>Meets Expectation</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Communicates respectfully with all stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Demonstrates appropriate spelling and grammar</td>
<td>US</td>
<td>67%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>□ Focuses all written communications positively</td>
<td>TC</td>
<td>33%</td>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Demonstrates Professionalism

<table>
<thead>
<tr>
<th>Performance</th>
<th>Emerging 1</th>
<th>Developing 2</th>
<th>Meets Expectation 3</th>
<th>Exceeds Expectation 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC</td>
<td>US</td>
<td>TC</td>
<td>US</td>
<td>TC</td>
</tr>
</tbody>
</table>

- Responds to emails promptly
- Exhibits punctuality and attendance: US
- Maintains professional boundaries with students: TC
- Keeps personal life at home
- Functions as a team player
- Turns in work promptly
- Avoids inappropriate conversations inside and outside of the classroom
- Respects and adheres to the ethical standards of practice

Comments regarding strengths/areas for growth:

#### 4. Demonstrates a positive and enthusiastic attitude

<table>
<thead>
<tr>
<th>Performance</th>
<th>Emerging 1</th>
<th>Developing 2</th>
<th>Meets Expectation 3</th>
<th>Exceeds Expectation 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>US</td>
<td>TC</td>
<td>US</td>
<td>TC</td>
</tr>
</tbody>
</table>

- Goes above and beyond requirements
- Demonstrates an appropriately positive affect with students: US
- Seeks solutions to problems instead of complaining: TC
- Encourages students
- Tries new things that are suggested
- Engages openly and actively with students

Comments regarding strengths/areas for growth:

#### 5. Demonstrates preparedness in teaching and learning

<table>
<thead>
<tr>
<th>Performance</th>
<th>Emerging 1</th>
<th>Developing 2</th>
<th>Meets Expectation 3</th>
<th>Exceeds Expectation 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC</td>
<td>US</td>
<td>TC</td>
<td>US</td>
<td>TC</td>
</tr>
</tbody>
</table>

- Accepts constructive feedback
- Learns and adjusts from experience and reflection: US
- Comes to class planned and with needed materials: TC
- Alters lessons in progress when needed

Comments regarding strengths/areas for growth:
### Educator Disposition Assessment

#### 6. Exhibits an appreciation of and value for cultural and academic diversity

<table>
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</table>

- Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)
- Demonstrates awareness of traditional and non-traditional family contexts including family status
- Embraces all diversities/differences to include racial, SES and learning styles
- Creates a "safe classroom" with zero tolerance of negativity to others
- Plans activities to raise student awareness and acceptance of differences
- Understands the importance of a positive school experience

Comments regarding strengths/areas for growth:

- US 83% 17%
- TC 50% 50%

#### 7. Collaborates effectively with stakeholders

<table>
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</table>

- Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)
- Engages parental and guardian involvement
- Disagrees respectfully
- Possesses social awareness
- Uses flexibility
- Listens to what stakeholders are saying as evidenced by considered response
- Maintains a respectful tone at all times
- Shares successful teaching strategies
- Refrains from profanity
- Exhibits a sense of equality

Comments regarding strengths/areas for growth:

- US 33% 67%
- TC 33% 67%

#### 8. Demonstrates self-regulated learner behaviors/takes initiative

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- Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)
- Recognizes own weaknesses and asks for support
- Asks questions proactively and is self-directed
- Researches and implements different and most effective teaching styles
- Takes responsibility for knowing students and/or colleagues

Comments regarding strengths/areas for growth:

- US 17% 33% 50%
- TC 17% 17% 67%
### Educator Disposition Assessment

<table>
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<tr>
<th>9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability</th>
<th>Emerging</th>
<th>Developing</th>
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<th>Exceeds Expectation</th>
</tr>
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<tbody>
<tr>
<td>Marzano: 37, 38</td>
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<td>4</td>
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- ☐ Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm
- ☐ Does not overreact to criticism or other situations
- ☐ Demonstrates perseverance and resilience (grit)
- ☐ Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses
- ☐ Demonstrates sensitivity to feelings of others

Comments regarding strengths/areas for growth:

- Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm: US - 67%, TC - 50%
- Does not overreact to criticism or other situations: US - 33%
- Demonstrates perseverance and resilience (grit): TC - 50%
- Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses
- Demonstrates sensitivity to feelings of others

Additional comments: