Educator Disposition Assessment

Name:_____Date:_____

Evaluator: Self Evaluation

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition
1-Developing: some evidence of understanding and commitment to the disposition
2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition **Associated Indictors**

1. Demonstrates Effective Oral Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
score = NA	☐ Does not consistently model Standard English as evidenced by making *major* errors ☐ 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	☐ Models Standard English and makes *common* and *noticeable* errors ☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation ☐ Occasionally uses vocabulary that is either too difficult or too simplistic	☐ Models Standard English with a high level of competence as evidenced by no errors ☐ Varies oral communication as evidenced by encouraging participatory behaviors ☐ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition **Associated Indictors**

2. Demonstrates Effective Written Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
score = NA	☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses ☐ Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	☐ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses ☐ Demonstrates *common* errors in spelling and grammar	☐ Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses ☐ Demonstrates precise spelling and grammar

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Disposition	Associated Indictors		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
score = NA	☐ Does not respond to *communications* and does not submit all assignments ☐ Fails to exhibit punctuality and/or 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	☐ Delayed response to *communications* and late submission of assignments ☐ Not consistently 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	☐ Responds promptly to *communications* and submits all assignments ☐ Consistently exhibits 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

Disposition	Associated Indictors		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
score = NA	☐ 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

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Disposition	Associated Indictors		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
score = NA	☐ Rejects constructive feedback as evidenced by no implementation of feedback ☐ 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	☐ Somewhat resistant to constructive feedback as evidenced by a lack of 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	☐ Accepts constructive feedback as evidenced by implementation of feedback 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

Disposition	Associated Indictors		
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(o), 3(o), 9(m), 10(q)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
score = NA	☐ Demonstrates inequitable embracement of all *diversities* ☐ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	☐ Goes through the *expected and superficial motions* to 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	☐ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence* ☐ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

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Disposition	Associated Indictors		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
score = NA	☐ 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 by interruptions and talking over others ☐ Rarely collaborates or shares strategies and ideas even when prompted	☐ Demonstrates some flexibility ☐ Maintains a respectful tone in most circumstances but is not consistent ☐ Shares teaching strategies as evidenced by some effort towards collaboration	☐ 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 over others ☐ Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indictors		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
score =NA	☐ 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 integrate resources leading to implementing different and effective teaching styles	☐ 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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Disposition	Associated Indictors		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
score = NA	☐ 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 lack of compassion and empathetic social awareness	☐ 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 sensitivity to feelings of others most of the time	☐ 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 empathetic social awareness

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

INITIALS OF FACULTY REVIEWING EDA: DATE REVIEWED BY FACULTY:

Reflect upon your assessment of your dispositions. Which disposition do you know you need to continue to work on as you begin the program, and how might you do that? Which disposition is a strength for you, and why do you think it is a strength? Type your answer below.

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