

Candidate: _____ Major: _____
 Evaluator: _____ Date: _____ Semester: _____ Year: _____

Directions: Please rate the candidate on each aspect of disposition based on the following scale by circling the appropriate number in the cell:

1. Unacceptable/Refer to the Appeal Process Committee
2. Needs remediation conference with professor
3. Acceptable
4. Exemplary

Please check any indicators listed under each aspect of disposition that need to be addressed if ratings are at the 1 or 2 level.

Dispositions and Associated Examples	Unacceptable 1	Needs Remediation 2	Acceptable 3	Exemplary 4
1. ...respect the accepted legal and ethical norms and values of education. <i>Examples of associated behaviors include, but are not limited to:</i>	1	2	3	4
<input type="checkbox"/> Maintaining confidentiality of student records, parent communications, and private professional communications <input type="checkbox"/> Using language free of profanity and derogatory statements toward any individual or groups <input type="checkbox"/> Complying with legal requirements of the education profession <input type="checkbox"/> Adhering to professional standards of integrity and decision-making truthfulness and honesty <input type="checkbox"/> Displaying ethical conduct for core values and concerns of the school, students and community	<i>Comments regarding strengths/areas for growth:</i> 			

<p>2. ...effectively interact and collaborate with others and foster similar behaviors among candidates. <i>Examples of associated behaviors include, but are not limited to:</i></p>	1	2	3	4
<p><input type="checkbox"/> Actively participating in and contributing to group assignments, projects or activities</p> <p><input type="checkbox"/> Designing and using collaborative activities and assessments</p>	<i>Comments regarding strengths/areas for growth:</i>			
<p>3. ...are committed to diversity through equitable treatment and respect for all individuals. <i>Examples of associated behaviors include, but are not limited to:</i></p>	1	2	3	4
<p><input type="checkbox"/> Responding to the varying needs and dispositions of others</p> <p><input type="checkbox"/> Accepting and adapting to differences in learning styles and individual capabilities</p> <p><input type="checkbox"/> Respecting learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p><input type="checkbox"/> Valuing diverse languages and dialects and seeking to integrate them into his/her instructional practice to engage students in learning.</p> <p><input type="checkbox"/> Communicating verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.</p>	<i>Comments regarding strengths/areas for growth:</i>			
<p>4. ...exhibit personal management behaviors valued by the professional education community. <i>Examples of associated behaviors include, but are not limited to:</i></p>	1	2	3	4
<p><input type="checkbox"/> Being present and punctual for professional activities and assigned duties</p>	<i>Comments regarding strengths/areas for growth:</i>			

<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrating preparedness for professional engagements <input type="checkbox"/> Completing assigned work on time Showing leadership, self-respect and a willingness to take responsibility <input type="checkbox"/> Respecting the intellectual property of others <input type="checkbox"/> Maintaining the confidentiality of private records and meetings 				
<p>5. ...exhibit enthusiasm and respect for education as a practice and a profession. <i>Examples of associated behaviors include, but are not limited to:</i></p>	1	2	3	4
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate positive behaviors, attitudes and a commitment to quality education <input type="checkbox"/> Seeking opportunities to build positive relationships with others in the profession <input type="checkbox"/> Participating in the meetings and activities of local, state and national professional associations and organizations <input type="checkbox"/> Developing and pursuing personal goals for professional development <input type="checkbox"/> Exhibiting high quality in the preparation and implementation of educational activities <input type="checkbox"/> Seeing him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice. <input type="checkbox"/> Seeking appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. 	<p><i>Comments regarding strengths/areas for growth:</i></p>			

<p>6. ...are committed to continuous self-evaluation and personal improvement. <i>Examples of associated behaviors include, but are not limited to:</i></p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Committing to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families. <input type="checkbox"/> Demonstrating positive changes in educational practices or personal behaviors over time <input type="checkbox"/> Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns <input type="checkbox"/> Actively soliciting feedback for purposes of making quality improvements in practice 	<p><i>Comments regarding strengths/areas for growth:</i></p>			
<p>7. ...are committed to the belief that all children can learn. <i>Examples of associated behaviors include, but are not limited to:</i></p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Designing, adapting and delivering instruction to address each student’s diverse learning strengths and needs and creating opportunities for students to demonstrate their learning in different ways. <input type="checkbox"/> Providing equitable and meaningful learning opportunities for all students <input type="checkbox"/> Collecting and analyzing data on student learning and making adjustments to increase learning of all students <input type="checkbox"/> Holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential 	<p><i>Comments regarding strengths/areas for growth:</i></p>			

APPROVED BY SOE ON AUGUST 16, 2016