

## Disposition Traits Evaluator Assessment

### Purpose:

The purpose of the evaluator assessment is to assess the professional dispositions of our candidates.

### Evaluator Assessment Description:

The rubric delineates 11 dispositions in three categories– Community Focus, Professionalism, and Teaching and Learning. Descriptors are provided for each of the 11 dispositions. For each disposition, there are four levels of performance – Unacceptable, Developing, Proficient, and Exemplary. If the item is left **blank**, it will indicate that the supervisor did not observe the behavior. The descriptions for the four performance levels offer measurable behaviors and examples but do not list every possible behavior. Further, candidates need not demonstrate all behaviors identified in a level of performance to be rated at that level. The four levels are:

- Unacceptable: The observed behaviors do not reflect positive professional dispositions and do not support student learning and development.
- Developing: The observed behaviors reflect positive professional dispositions and support student learning and development, but there is considerable room for improvement.
- Proficient: The observed behaviors reflect positive professional dispositions and support student learning and development.
- Exemplary: The observed behaviors go beyond the expectations of the supervisor and reflect extraordinary professional dispositions and support student learning and development.

The performance levels in the rubric are designed to provide supervisors with an instrument to document candidates' position, progress, and behaviors that are of concern (red flag). The "*Unacceptable*" option should only be used when a potential problem behavior is observed. The fourth level **Exemplary, or fourth descriptor, should be used sparingly** and only in cases where candidates are truly displaying an outstanding performance.

### Evaluator Assessment Rubric:

## COMMUNITY FOCUS

| TRAIT & DEFINITION  | UNACCEPTABLE   | DEVELOPING  | PROFICIENT   | EXEMPLARY   |
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| <p><b>Collaboration</b></p> <p>Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.<br/>MTS: 5.3, 9.2, 9.3</p>                   | <p>Does not work willingly with others. Does not work effectively with others. Does not allow others to express ideas. Discourages or undermines the work of others.</p>   | <p>Participates appropriately in groups working on cooperative assignments. Supports participation and success for all and is responsive to constructive feedback.</p>  | <p>Contributes to groups working on cooperative assignments. Demonstrates commitment to team success. Encourages and supports participation.</p>   | <p>Contributes to positive group functioning when working with colleagues or peers. Initiates opportunities to collaborate. Encourages and supports participation and success for all, and provides constructive feedback to others.</p>  |
| <p><b>Social justice and equity</b></p> <p>Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.<br/>MTS: 1.5, 2.1, 2.4, 2.5, 2.6, 3.2, 3.3, 6.2</p> | <p>Refuses to include those often excluded. Shows bias against certain students or categories of students and colleagues. Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others.</p> | <p>Does not appear reluctant to include those often excluded. Recognizes the value of differences. Demonstrates respect to classmates in discussions and during class activities. Occasionally, demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and, when needed, revises according to feedback. Selects materials, designs activities where diversity is mentioned, but it is not critically analyzed. Demonstrates improvements based on constructive feedback.</p> | <p>Seeks opportunities to include those often excluded. Interacts with sensitivity and consideration to diverse populations. Considers multiple perspectives in discussions and during class activities. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for</p> | <p>Facilitates opportunities to include those often excluded. Creates and maintains effective learning environments for all students from all backgrounds. Demonstrates commitment to the success of each student. Makes decisions that support the growth of all students. This includes communication skills, grouping of students for instruction, and differentiated instruction. Advocates for inclusion and consideration of diverse perspectives and for acting upon the power that we have for making positive changes.</p> |

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|  |  |  | students to hear, consider, and discuss different viewpoints). |  |
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| <b>PROFESSIONALISM</b>  |  |  |  |   |
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| <b>TRAIT &amp; DEFINITION</b>   | <b>UNACCEPTABLE</b>  | <b>DEVELOPING</b>  | <b>PROFICIENT</b>  | <b>EXEMPLARY</b>  |
| <p><b>Professional responsibility</b></p> <p>Candidates take an active role in building professional responsibilities such as initiative, meeting deadlines, and organizing required paperwork for clearance purposes, academic advising sessions, or other administrative tasks<br/>MTS: 5.2</p> | <p>Fails to meet professional responsibilities such as coursework and clearance submissions. Frequently misses deadlines. Submits paperwork that is incomplete or inaccurate. Blames others. Often wants exceptions. Thinks policies are for other people.</p> | <p>Meets professional responsibilities such as coursework or clearance submission with minimal prompting and guidance. Attends and is prepared for academic advising sessions. Attempts to adhere to all policies.</p> | <p>Meets professional responsibilities with no prompting or guidance. Her or his coursework and other required paperwork is organized. Coursework and other required paperwork demonstrates his or her awareness of its important role in teacher preparation. Identifies opportunities and acts on them without being told.</p> | <p>Consistently meets professional responsibilities in a highly organized manner with no guidance. Plans for requirements and deadlines. Independently seeks opportunities and acts on them.</p>  |
| <p><b>Professional communication</b></p> <p>Candidates demonstrate communication skills including listening, speaking, reading, and</p>   | <p>Written, oral, or non-verbal communication is inappropriate for educational settings or the intended audience. Fails to use active listening.</p>   | <p>Tries to communicate effectively but the results are inconsistent. Her or his language errors do not interrupt the meaning of information being communicated. Non-verbal communications are not a distraction.</p>  | <p>Demonstrates an effort to communicate effectively and is consistently successful. Uses appropriate tools for professional presentation with few noticeable errors. Considers the audience and situation. Listens actively.</p>  | <p>Adapts written and oral communication to different situations. Models formal English in the classroom. Demonstrates mastery of academic language. Demonstrates integrity and diplomacy in communications. Uses nonverbal communications effectively.</p> |

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| <p>writing when transmitting knowledge and values.<br/>MTS: 6.3, 6.4</p>  |  |   | <p>Demonstrates proficient use of academic language. Uses nonverbal communications appropriately.</p>   |  |
| <p><b>Professional presentation</b></p> <p>Candidates act appropriately in educational settings through their behavior, attitude toward education, and appearance.</p>            | <p>Is frequently late or absent. Makes a negative impression through inappropriate grooming, dress, or hygiene.</p>  | <p>Shows interest in the profession. Is noticeably late or unprepared. Is appropriately tidy and clean. His or her personal presentation is occasionally distracting.</p>   | <p>Shows interest in the profession. Is rarely late or unprepared. Is appropriately tidy and clean. His or her personal presentation is not distracting. Is punctual. Is well prepared. Shows appropriate attire and grooming.</p>                    | <p>Demonstrates a positive attitude toward the profession. Acknowledges the importance and relationship of coursework to success in the profession. Is always punctual and prepared. Always shows appropriate attire and grooming.</p>   |
| <p><b>Professional relationships</b></p> <p>Candidates demonstrate appropriate professional etiquette in their relationships with other members of the educational community.</p> | <p>His or her language, topics, or behaviors are inappropriate for school settings. Does not consider the effect of his or her decisions on others. Confuses formal and informal situations. Is overly sarcastic. Uses an inappropriate sense of humor in professional settings.</p> | <p>Employs social skills that make classmates and others comfortable in interactions; for example, maintains an open body language, avoids crossing his or her arms, and is respectful of personal space. The language he or she uses is not inappropriate for school settings, but could be improved. He or she responds well to feedback.</p> | <p>Is respectful during interactions. Follows appropriate channels of communication. Demonstrates composure and maturity. Uses appropriate language and stick to appropriate topics in the school environment, particularly in front of students.</p> | <p>Able to engage strong positive networks in the educational community. Displays a strong sense of community wittiness when dealing with obstructive behaviors. Able to win others' respect when resolving difficult situations. Is polite and mannerly when confronted with aggressive behaviors</p> |
| <p><b>Ethical behavior</b></p> <p>Candidates act with full effort to show the highest ethical standards.</p>  | <p>Displays negative attitude towards teaching and/ or students; for example, being inconsiderate or unjust. Demonstrates a pattern of unprofessional ethical</p>  | <p>Articulates the importance of teachers as role models. Recognizes the ethical significance of educational policies. Promotes positive classroom environments</p>   | <p>Demonstrates the sharing of information in the manner appropriate for a future educator. Recognizes the impact of his or her behavior on students'</p>   | <p>Honors the needs and best interests of students, the work setting (school, district, university), and the profession. Advocates for the education profession. Makes well-reasoned, principled judgments regarding professional behaviors such as maintaining</p>                                    |

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| MTS:8.3 | behavior such as violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious, or political views upon others. Displays underhanded manipulating tactics like coercion and intimidation. | and responds positively to feedback on how to improve. | behavior. Honors the needs of students, the work setting, and the profession. Practices ethical behaviors. | confidentiality, academic honesty, and appropriate separation of personal and professional domains. |
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| <b>TEACHING AND LEARNING</b>  |   |  |   |   |
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| <b>TRAIT &amp; DEFINITION</b>   | <b>UNACCEPTABLE</b>   | <b>DEVELOPING</b>  | <b>PROFICIENT</b>   | <b>EXEMPLARY</b>  |
| <b>Problem solving</b><br>Candidates identify potential problems and provide a range of solutions considering different perspectives and resources.<br>MTS 4.1              | Does not address problems or seek solutions.                      | When presented with a problem or difficulty, she or he requests assistance before attempting to solve it on his or her own. Asks effective and ineffective questions to work toward achieving goals or solving dilemmas. | When presented with a problem or difficulty, she or he seeks solutions. Asks questions and takes action to achieve goals or solve dilemmas. May anticipate needs and assists others in obtaining resources. | Candidate proactively identifies potential problems and a range of solutions that are applied appropriately. Consistently asks questions and takes action to achieve goals or solve dilemmas. Consistently anticipates needs and assists others in obtaining resources.               |
| <b>Critical thinking</b><br>Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.<br>MTS: 4.1, 4.2, 7.2 | Does not gather, analyze, or use data to make informed decisions. | Displays emerging signs of intellectual curiosity. Is capable of seeking information to make decisions about the practice. Explores issues from more than his or her own perspective.                                    | Analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Seeks a variety of perspectives in exploring issues.            | Consistently analyzes professional contexts, by:<br>a) seeking information from a variety of sources to analyze student needs, and; b) planning and implementing appropriate decisions about professional practice. Consistently seeks a variety of perspectives in exploring issues. |

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| <p><b>Reflective teaching and learning</b></p> <p>Candidates critically review their professional practice and the impact it has on student success.<br/>MTS: 8.1</p>         | <p>Fails to see the need for positive change. Appears blatantly inattentive in class. Reacts poorly to constructive feedback. Displays a pattern of offering excuses for negative results to students, parents, colleagues, or supervisors. Blames others.</p> | <p>Evaluates at a basic level his or her own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success. He or she is open to learning about a wide range of topics and accepts constructive feedback.</p>   | <p>Shows understanding of the relevant teaching/ learning standards while being responsive to feedback. Evaluates own professional performance and the impact on student success. Generates ideas for potential improvements. Sets appropriate learning goals. Is usually open-minded and positive when receiving feedback. Acts upon suggestions and feedback.</p>  | <p>Guides her or his practice based on the relevant teaching/learning standards. Critically evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Consistently generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Consistently open-minded and positive when receiving feedback from others. Consistently acts upon suggestions.</p> |
| <p><b>Life-long learning</b></p> <p>Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.<br/>MTS: 8.1, 8.2, 8.3</p> | <p>Does not demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). He or she is not familiar with the required material. Has no interest in taking advantage of learning opportunities.</p>                         | <p>Verbal and written contributions demonstrate basic knowledge of the material and displays an interest in the peers, instructors, or students who are working on the task. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or databased evidence.</p> | <p>Verbal and written contributions demonstrate familiarity with required material and intellectual engagement with material and others (e.g., peers, instructors, students). Has taken advantage of learning opportunities to stay professionally current and acquire new knowledge. Positions represent theory, research, and/or databased evidence rather than personal experience or perspectives.</p> | <p>Demonstrates continuous intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current and acquire new knowledge, skills, and experiences. She or he is clearly familiar with relevant professional organizations, current research, and interdisciplinary practices. Seeks and uses contemporary theory, research, and databased evidence to inform instruction.</p>                              |