Educator Disposition Assessment Rubric

Candidate Name:	Evaluator Name:	Date:	

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

	SS NINE DISPOSITIONS:		
OMMENTS:			
Disposition		Associated Indicators	
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	□ Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice	□ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	□ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, an word choice for the learning environmen
	☐ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation	☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	□ Varies oral communication as evidenced by encouraging participatory behaviors
	☐ Choice of vocabulary is either too difficult or too simplistic	□ Occasionally uses vocabulary that is either too difficult or too simplistic	 Communicates at an age appropriate lever as evidenced by explaining content specific vocabulary
Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses	Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses	 Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses
	☐ Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	□ Demonstrates <i>common</i> errors in spelling and grammar	□ Demonstrates precise spelling and grammar
Disposition	1-	Associated Indicators	
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	0	Developing 1	Meets Expectations 2
	□ Does not respond to <i>communications</i> and does not submit all assignments	☐ Delayed response to <i>communications</i> and late submission of assignments	 Responds promptly to communications and submits all assignments
	□ Fails to exhibit punctuality and/or attendance	 Not consistently punctual and/or has absences 	 Consistently exhibits punctuality and attendance
	 Crosses major boundaries of ethical standards of practice 	 Crosses minor boundaries of ethical standards of practice 	 Maintains professional boundaries of ethical standards of practice
	standards of practice Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses		ethical standards of practice
	standards of practice Divulges inappropriate personal life issues at the classroom/workplace as	standards of practice ☐ Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but	ethical standards of practice Keeps inappropriate personal life issues
·	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	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 Associated Indicators	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 4. Demonstrates a positive and enthusiastic attitude Marzano: 29	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	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	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
1. Demonstrates a positive and enthusiastic attitude	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	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 Associated Indicators Developing	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 Meets Expectations 2
4. Demonstrates a positive and	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 Needs Improvement 0 Often complains when encountering	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 Associated Indicators Developing 1 Seeks solutions to problems with prompting May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed	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 Meets Expectations 2 Actively seeks solutions to problems

Disposition		Associated Indicators	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2		
	 Rejects constructive feedback as evidenced by no implementation of feedback 	 Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions 	 Accepts constructive feedback as evidenced by implementation of feedback as needed 		
	 Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve 	 Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement 	 Learns and adjusts from experience and reflection as evidenced by improvements in performance 		
	 Comes to class unplanned and without needed materials 	 Comes to class with some plans and most needed materials 	 Comes to class planned and with all needed materials 		
	 Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed 	 Aware that lesson is not working but does not know how to alter plans to adjust 	 Alters lessons in progress when needed as evidenced by ability to change plan mid- lesson to overcome the deficits 		
Disposition		Associated Indicators	icason to oversome the denote		
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		
(*************************************	□ Demonstrates inequitable embracement of all <i>diversities</i>	☐ Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i>	 Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence 		
	 □ Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students 	 Strives to build a safe classroom with zero tolerance of negative behaviors towards othe but needs further development in accomplishing this task 	□ Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors		
Disposition		Associated Indicators			
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		
	 Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus 	□ Demonstrates some flexibility	 Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus 		
	□ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others	☐ Maintains a respectful tone in most circumstances but is not consistent	 Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others 		
Discosition.	☐ Rarely collaborates or shares strategies and ideas even when prompted	Shares teaching strategies as evidenced by some effort towards collaboration Proactively shares teaching strategies as evidenced by productive collaboration			
Disposition 8. Demonstrates self-regulated	No ode Impressorant	Associated Indicators	Mosts Functions		
learnerbehaviors/takesinitiative Danielson: 4e; Marzano: 57; InTASC: 9(I), 9(n), 10(r), 10(t)		Developing 1	Meets Expectations 2		
	 Is unable to self-correct own weaknesse evidenced by not asking for support or overuse of requests for support 	s as Is beginning to recognize own weaknesse and asks for support making some effort become involved in professional growth	_		
 Does not conduct appropriate resear guide the implementation of effective teaching as evidenced by a lack of cite in work 		to acquire fully and integrate resources	ment Researches and implements most effective teaching styles as evidenced by citing works submitted		
Disposition		Associated Indicators			
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	ntelligence to promote personal 0 and educational goals/stability		Meets Expectations 2		
	 Demonstrates immaturity and lack of se regulation as evidenced by overreacting sensitive issues 				
 Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily 		p	 Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations 		
	 Demonstrates insensitivity to feelings of others as evidenced by a lack of compas and empathetic social awareness 	II Demonstrates sensitivity to regulies of	 Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness 		