

**Indiana Wesleyan University Teacher Education Program
Student Teaching Dispositions Assessment Rubric**

Disposition 1: Knowledge. The candidate believes that all children can learn.	
<i>Acceptable: The candidate's dispositions, as evidenced in the following actions, are consistent with those of a professional educator.</i>	<i>Caution: The candidate's dispositions, as evidenced in the following actions, do not consistently reflect those of a professional educator.</i>

Given your observation of the candidate's performance over time, check the box that most closely describes his or her actions:

a. Planning and modification of instruction is based upon knowledge of subject matter, students, the community, and curriculum goals. <input type="checkbox"/>	a. Instructional planning is not always consistent in the consideration of subject matter, students, the community and/or curriculum goals. <input type="checkbox"/>
b. Unit and lesson plans contain meaningful learning experiences for all students. <input type="checkbox"/>	b. Learning experiences could be better developed. <input type="checkbox"/>
c. Unit and lesson plans contain appropriate interdisciplinary materials and activities. <input type="checkbox"/>	c. Materials and activities are not always appropriate for the subject and/or students being taught. <input type="checkbox"/>
d. Learning opportunities support students' intellectual, social and personal development. <input type="checkbox"/>	d. Learning opportunities are not consistently well matched to student developmental level(s). <input type="checkbox"/>
e. Formal and informal assessment strategies are used appropriately in classroom instruction. <input type="checkbox"/>	e. Assessment strategies are not consistently well developed and/or implemented. <input type="checkbox"/>
f. Instructional planning includes strategies and experiences for all students. <input type="checkbox"/>	f. Some students with differing abilities are not included in instructional planning on a consistent basis. <input type="checkbox"/>
h. Technology is integrated appropriately into classroom curriculum and instruction. <input type="checkbox"/>	h. Technology is poorly or inappropriately integrated into classroom curriculum and instruction. <input type="checkbox"/>

The following assessment is optional:

g. Biblical perspectives and principles are integrated appropriately into teaching practices. <input type="checkbox"/>	g. Biblical perspectives and principles are not integrated or are not integrated appropriately into teaching practices. <input type="checkbox"/>
--	--

Please check the box, below, that most clearly describes the candidate's dispositions in this domain:

Outstanding = 4 <input type="checkbox"/>	Competent = 3 <input type="checkbox"/>	Emerging competence = 2 <input type="checkbox"/>	Needs improvement = 1 <input type="checkbox"/>
<p>> 90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with the highest degree of professionalism expected of a successful teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are consistently positive and productive.</p>	<p>75-90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with those of a successful beginning teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, contribute to a positive learning climate in the classroom and school.</p>	<p>50-75% of indicators met The candidate's work habits and attitudes are not consistently strong and positive; interactions with his or her cooperating teacher, other professionals, parents and students do not always meet professional expectations. The candidate's dispositions, as demonstrated by his or her day-to-day actions, could be strengthened to improve the candidate's ability to become a successful teacher.</p>	<p>< 50% of indicators met The candidate's work habits and attitudes are inconsistent to weak; interactions with his or her cooperating teacher, other professionals, parents and students fall significantly short of those expected of a professional educator. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are sufficiently weak so as to call into question his or her fitness to become a successful teacher.</p>

<p><i>Comments—please clarify areas of concern:</i></p> <p>Date:</p> <p>Date:</p> <p>Date:</p>
--

Disposition 2: Personal Development. The candidate believes that a foundation built on moral and ethical behaviors is the best way to build a professional teaching practice.

<p>Acceptable: The candidate's dispositions, as evidenced in the following actions, are consistent with those of a professional educator.</p>	<p>Caution: The candidate's dispositions, as evidenced in the following actions, do not consistently reflect those of a professional educator.</p>
--	---

Given your observation of the candidate's performance over time, check the box that most closely describes his or her actions:

<p>a. Respect for the dignity of students, parents, and peers is demonstrated consistently. <input type="checkbox"/></p>	<p>a. Respect is not consistently demonstrated to students, parents and/or peers. <input type="checkbox"/></p>
<p>b. Caring for students and peers is consistently appropriate and professional. <input type="checkbox"/></p>	<p>b. There is evidence that caring for students and peers is not consistently appropriate or professional. <input type="checkbox"/></p>
<p>c. Relationships with school colleagues and parents are strong and positive. <input type="checkbox"/></p>	<p>c. Relationships with school colleagues and/or parents are not always positive. <input type="checkbox"/></p>
<p>d. Principles of servant leadership are practiced in the classroom. <input type="checkbox"/></p>	<p>d. Principles of servant leadership are sometimes lacking in the classroom. <input type="checkbox"/></p>
<p>e. Self discipline is apparent in all areas of the candidate's personal life and professional practice. <input type="checkbox"/></p>	<p>e. Some evidence exists of lack of self discipline. <input type="checkbox"/></p>
<p>f. Enthusiasm, creativity, and a love of learning is evident in the classroom. <input type="checkbox"/></p>	<p>f. Classroom teaching sometimes lacks enthusiasm or creativity. <input type="checkbox"/></p>
<p>g. The candidate reflects upon and evaluates the effects of his or her choices and actions on others in the learning environment. <input type="checkbox"/></p>	<p>g. The candidate does not consistently engage in self reflection of his or her teaching practices and the effects of those practices on others. <input type="checkbox"/></p>
<p>h. All students are treated equally. <input type="checkbox"/></p>	<p>h. Some students are not treated equally at least some of the time. <input type="checkbox"/></p>
<p>j. Technology is used in a morally and ethically responsible manner. <input type="checkbox"/></p>	<p>j. Technology is not always used in a morally and ethically responsible manner. <input type="checkbox"/></p>

The following assessment is optional:

<p>i. There is evidence of growth and maturity in the candidate's personal faith and walk with God. <input type="checkbox"/></p>	<p>i. There is little evidence of growth and maturity in the candidate's personal faith and walk with God. <input type="checkbox"/></p>
--	---

Please check the box, below, that most clearly describes the candidate's dispositions in this domain:

Outstanding = 4 <input type="checkbox"/>	Competent = 3 <input type="checkbox"/>	Emerging competence = 2 <input type="checkbox"/>	Needs improvement = 1 <input type="checkbox"/>
<p>> 90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with the highest degree of professionalism expected of a successful teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are consistently positive and productive.</p>	<p>75-90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with those of a successful beginning teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, contribute to a positive learning climate in the classroom and school.</p>	<p>50-75% of indicators met The candidate's work habits and attitudes are not consistently strong and positive; interactions with his or her cooperating teacher, other professionals, parents and students do not always meet professional expectations. The candidate's dispositions, as demonstrated by his or her day-to-day actions, could be strengthened to improve the candidate's ability to become a successful teacher.</p>	<p>< 50% of indicators met The candidate's work habits and attitudes are inconsistent to weak; interactions with his or her cooperating teacher, other professionals, parents and students fall significantly short of those expected of a professional educator. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are sufficiently weak so as to call into question his or her fitness to become a successful teacher.</p>

Comments—please clarify areas of concern:

Date:

Date:

Date:

Disposition 3: Professional Development. The candidate believes that knowing how and when children learn improves both teaching and learning.

<i>Acceptable: The candidate's dispositions, as evidenced in the following actions, are consistent with those of a professional educator.</i>	<i>Caution: The candidate's dispositions, as evidenced in the following actions, do not consistently reflect those of a professional educator.</i>
---	--

Given your observation of the candidate's performance over time, check the box that most closely describes his or her actions:

a. Competent decisions are made, and lead to improved student learning. <input type="checkbox"/>	a. Decisions are not consistently competent or well considered. <input type="checkbox"/>
b. The candidate seeks opportunities to improve his or her knowledge and skill. <input type="checkbox"/>	b. The candidate does not take responsibility to improve his or her knowledge and skill. <input type="checkbox"/>
c. The candidate participates in appropriate professional activities. <input type="checkbox"/>	c. Little evidence indicates that the candidate participates in professional activities. <input type="checkbox"/>
d. The candidate reflects upon and evaluates the effects of his or her choices and actions on others in the learning environment. <input type="checkbox"/>	d. The candidate does not consistently engage in self reflection of his or her teaching practices and the effects of those practices on others. <input type="checkbox"/>
e. Relationships with school colleagues and parents are strong and positive. <input type="checkbox"/>	e. Relationships with school colleagues and/or parents are not always positive. <input type="checkbox"/>
f. The candidate has short- and long-term goals to develop personally and professionally. <input type="checkbox"/>	f. Little evidence exists that the candidate has developed short- or long-term goals. <input type="checkbox"/>
g. Classroom environments and experiences are modified to meet the individual needs of all students. <input type="checkbox"/>	g. Classroom environments are poorly or infrequently modified to meet the individual needs of all students. <input type="checkbox"/>
h. The candidate knows and understands learning differences between students with differing abilities. <input type="checkbox"/>	h. There is little indication that the candidate knows and/or understands the learning differences between students with differing abilities. <input type="checkbox"/>
j. Personal and professional technology skills are improving. <input type="checkbox"/>	j. Personal and/or professional technology skills are not apparent or are not improving. <input type="checkbox"/>

The following assessment is optional:

i. Decisions are based on biblical principles; a biblical world view is integrated into the classroom. <input type="checkbox"/>	i. Decisions are not consistently based on biblical principles; a biblical world view is not well integrated into the classroom. <input type="checkbox"/>
---	---

Please check the box, below, that most clearly describes the candidate's dispositions in this domain:

Outstanding = 4 <input type="checkbox"/>	Competent = 3 <input type="checkbox"/>	Emerging competence = 2 <input type="checkbox"/>	Needs improvement = 1 <input type="checkbox"/>
<p>> 90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with the highest degree of professionalism expected of a successful teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are consistently positive and productive.</p>	<p>75-90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with those of a successful beginning teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, contribute to a positive learning climate in the classroom and school.</p>	<p>50-75% of indicators met The candidate's work habits and attitudes are not consistently strong and positive; interactions with his or her cooperating teacher, other professionals, parents and students do not always meet professional expectations. The candidate's dispositions, as demonstrated by his or her day-to-day actions, could be strengthened to improve the candidate's ability to become a successful teacher.</p>	<p>< 50% of indicators met The candidate's work habits and attitudes are inconsistent to weak; interactions with his or her cooperating teacher, other professionals, parents and students fall significantly short of those expected of a professional educator. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are sufficiently weak so as to call into question his or her fitness to become a successful teacher.</p>

Comments—please clarify areas of concern:

Date:

Date:

Date:

Disposition 4: Rights and Responsibilities. The candidate believes that his or her rights as a professional educator are balanced by the responsibility to adhere to legal, contractual and administrative directives.

<p><i>Acceptable: The candidate's dispositions, as evidenced in the following actions, are consistent with those of a professional educator.</i></p>	<p><i>Caution: The candidate's dispositions, as evidenced in the following actions, do not consistently reflect those of a professional educator.</i></p>
--	---

Given your observation of the candidate's performance over time, check the box that most closely describes his or her actions:

<p>a. School law and legal precedents are applied consistently and appropriately in the school and classroom. <input type="checkbox"/></p>	<p>a. Application of school law and legal precedents are sometimes poorly or inappropriately applied in the school and classroom. <input type="checkbox"/></p>
<p>b. The candidate demonstrates concern for children, and acts as an advocate for their mental, physical, and emotional well being. <input type="checkbox"/></p>	<p>b. The candidate sometimes acts as if he or she is unconcerned about children. <input type="checkbox"/></p>
<p>c. An appropriate balance between personal rights and responsibilities is demonstrated in the classroom. <input type="checkbox"/></p>	<p>c. There is evidence of an imbalance between personal rights and responsibilities in the classroom. <input type="checkbox"/></p>
<p>d. Relationships with school colleagues and parents are strong and positive. <input type="checkbox"/></p>	<p>d. Relationships with school colleagues and/or parents are not always positive. <input type="checkbox"/></p>
<p>e. Records of student progress are maintained, kept confidential, and are communicated appropriately to students, parents, and other personnel. <input type="checkbox"/></p>	<p>e. Student recordkeeping is sloppy or poorly maintained; student progress is not adequately reported to the appropriate individuals. <input type="checkbox"/></p>
<p>f. Formal and informal assessment strategies are used appropriately in classroom instruction. <input type="checkbox"/></p>	<p>f. Assessment strategies are not consistently well developed and/or implemented. <input type="checkbox"/></p>
<p>g. Planning and modification of instruction is based upon knowledge of subject matter, students, the community, and curriculum goals. <input type="checkbox"/></p>	<p>g. Instructional planning is not always consistent in the consideration of subject matter, students, the community and/or curriculum goals. <input type="checkbox"/></p>
<p>h. Legal mandates for students with special needs when making classroom decisions are implemented. <input type="checkbox"/></p>	<p>h. Legal mandates for students with special needs are not implemented consistently and/or appropriately. <input type="checkbox"/></p>
<p>j. Technology is used in appropriate ways to assist in the decision-making process. <input type="checkbox"/></p>	<p>j. Technology is not used consistently in appropriate ways in the classroom. <input type="checkbox"/></p>

The following assessment is optional:

<p>i. The application of rights and responsibilities in the classroom is based on biblical principles. <input type="checkbox"/></p>	<p>i. Little or poor correlation exists being the application of rights and responsibilities and biblical principles. <input type="checkbox"/></p>
---	--

Please check the box, below, that most clearly describes the candidate's dispositions in this domain:

<p>Outstanding = 4 <input type="checkbox"/></p>	<p>Competent = 3 <input type="checkbox"/></p>	<p>Emerging competence = 2 <input type="checkbox"/></p>	<p>Needs improvement = 1 <input type="checkbox"/></p>
<p>> 90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with the highest degree of professionalism expected of a successful teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are consistently positive and productive.</p>	<p>75-90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with those of a successful beginning teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, contribute to a positive learning climate in the classroom and school.</p>	<p>50-75% of indicators met The candidate's work habits and attitudes are not consistently strong and positive; interactions with his or her cooperating teacher, other professionals, parents and students do not always meet professional expectations. The candidate's dispositions, as demonstrated by his or her day-to-day actions, could be strengthened to improve the candidate's ability to become a successful teacher.</p>	<p>< 50% of indicators met The candidate's work habits and attitudes are inconsistent to weak; interactions with his or her cooperating teacher, other professionals, parents and students fall significantly short of those expected of a professional educator. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are sufficiently weak so as to call into question his or her fitness to become a successful teacher.</p>

Comments—please clarify areas of concern:

Date:

Date:

Date:

Disposition 5: Methodology. The candidate believes that the foundation of effective teaching is found in the planning and implementation of instructional experiences that enable all students to become successful learners.

<p><i>Acceptable: The candidate's dispositions, as evidenced in the following actions, are consistent with those of a professional educator.</i></p>	<p><i>Caution: The candidate's dispositions, as evidenced in the following actions, do not consistently reflect those of a professional educator.</i></p>
--	---

Given your observation of the candidate's performance over time, check the box that most closely describes his or her actions:

<p>a. A variety of instructional strategies is used to encourage students' development of critical thinking, problem solving, and performance skills. <input type="checkbox"/></p>	<p>a. Too few instructional strategies are used in classroom instruction considering the nature of the subject matter and students' developmental levels. <input type="checkbox"/></p>
<p>b. Effective unit and lesson planning processes are evident. <input type="checkbox"/></p>	<p>b. Unit and lesson planning processes are not consistently effective. <input type="checkbox"/></p>
<p>c. Learning objectives are connected to state, district and school learning outcomes. <input type="checkbox"/></p>	<p>c. Learning objectives are not consistently connected to state, district and/or school learning outcomes. <input type="checkbox"/></p>
<p>d. Planning and modification of instruction is based upon knowledge of subject matter, students, the community, and curriculum goals. <input type="checkbox"/></p>	<p>d. Instructional plans and modifications are not consistently based on a knowledge of subject matter, students, the community and/or curriculum goals. <input type="checkbox"/></p>
<p>e. Formal and informal assessment strategies are used appropriately in classroom instruction. <input type="checkbox"/></p>	<p>e. Assessment strategies are not consistently well developed and/or implemented. <input type="checkbox"/></p>
<p>f. Historical, theoretical, and philosophical background knowledge, as well as contemporary research and best practices are evident in classroom instruction and assessment. <input type="checkbox"/></p>	<p>f. Appropriate background knowledge and/or research and best practices are not always evident in classroom assessment and instruction. <input type="checkbox"/></p>
<p>g. Families and other community resources are involved in appropriate ways to create effective learning experiences for all students. <input type="checkbox"/></p>	<p>g. Families and other community resources are not involved or are not involved appropriately in determining learning experiences for all students. <input type="checkbox"/></p>
<p>h. Classroom instruction is planned based on differing learning styles and developmental levels and abilities of students. <input type="checkbox"/></p>	<p>h. Little evidence exists that instructional planning is based on differing learning styles and student developmental levels and abilities. <input type="checkbox"/></p>
<p>j. Instructional technology is integrated appropriately into classroom curriculum and instruction. <input type="checkbox"/></p>	<p>j. Instructional technology is not integrated appropriately into classroom curriculum and instruction. <input type="checkbox"/></p>

The following assessment is optional:

<p>i. The candidate teaches in a manner that is reflective of Christ's character. <input type="checkbox"/></p>	<p>i. The candidate does not consistently teach in a manner that is reflective of Christ's character. <input type="checkbox"/></p>
--	--

Please check the box, below, that most clearly describes the candidate's dispositions in this domain:

Outstanding = 4 <input type="checkbox"/>	Competent = 3 <input type="checkbox"/>	Emerging competence = 2 <input type="checkbox"/>	Needs improvement = 1 <input type="checkbox"/>
<p>> 90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with the highest degree of professionalism expected of a successful teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are consistently positive and productive.</p>	<p>75-90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with those of a successful beginning teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, contribute to a positive learning climate in the classroom and school.</p>	<p>50-75% of indicators met The candidate's work habits and attitudes are not consistently strong and positive; interactions with his or her cooperating teacher, other professionals, parents and students do not always meet professional expectations. The candidate's dispositions, as demonstrated by his or her day-to-day actions, could be strengthened to improve the candidate's ability to become a successful teacher.</p>	<p>< 50% of indicators met The candidate's work habits and attitudes are inconsistent to weak; interactions with his or her cooperating teacher, other professionals, parents and students fall significantly short of those expected of a professional educator. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are sufficiently weak so as to call into question his or her fitness to become a successful teacher.</p>

Comments—please clarify areas of concern:

Date:

Date:

Date:

Disposition 6: Management. The candidate believes that a well-managed classroom is essential for effective student learning.

<p><i>Acceptable:</i> The candidate's dispositions, as evidenced in the following actions, are consistent with those of a professional educator.</p>	<p><i>Caution:</i> The candidate's dispositions, as evidenced in the following actions, do not consistently reflect those of a professional educator.</p>
--	---

Given your observation of the candidate's performance over time, check the box that most closely describes his or her actions:

a. Instructional time is managed effectively. <input type="checkbox"/>	a. Instructional time is sometimes wasted. <input type="checkbox"/>
b. Effectively behavior management plans are written and implemented; students are consistently on task and engaged in learning. <input type="checkbox"/>	b. A behavior management plan has not been written or is poorly written and/or implemented; students are not consistently on task and engaged in learning. <input type="checkbox"/>
c. Curriculum, instruction, materials and equipment are well organized. <input type="checkbox"/>	c. Curriculum, instruction, materials and/or equipment are not well organized. <input type="checkbox"/>
d. The classroom learning environment encourages positive social interaction, active engagement in learning, and self-motivation. <input type="checkbox"/>	d. The classroom learning environment is cold and/or uninviting and does not promote student engagement in learning. <input type="checkbox"/>
e. Learning opportunities are provided that support students' intellectual, social and personal development. <input type="checkbox"/>	e. Learning opportunities do not support students' intellectual, social and personal development. <input type="checkbox"/>
f. The use of effective verbal, nonverbal, and media communication techniques fosters active inquiry, collaboration, and supportive interaction in the classroom. <input type="checkbox"/>	f. Communication with students is inadequate and or poorly developed or structured; poor communication hinders or does not support student learning. <input type="checkbox"/>
g. Positive, safe learning environments based on high expectations are created for all students. <input type="checkbox"/>	g. The classroom learning environment is not safe and/or does not support or encourage high expectations for all students. <input type="checkbox"/>
h. Effective classroom management creates successful learning experiences for all students. <input type="checkbox"/>	h. Poor classroom management results in a lack of successful learning experiences for some or all students. <input type="checkbox"/>
j. A classroom technology plan is implemented that creates opportunities for student learning and success, including assistive technologies for children with differing abilities. <input type="checkbox"/>	j. A classroom technology plan is not implemented or is poorly implemented, resulting in reduced learning opportunities for some or all students. <input type="checkbox"/>

The following assessment is optional:

i. The classroom is managed in a manner that is consistent with the character of Christ. <input type="checkbox"/>	i. The classroom is not managed in a manner that is consistent with the character of Christ. <input type="checkbox"/>
---	---

Please check the box, below, that most clearly describes the candidate's dispositions in this domain:

Outstanding = 4 <input type="checkbox"/>	Competent = 3 <input type="checkbox"/>	Emerging competence = 2 <input type="checkbox"/>	Needs improvement = 1 <input type="checkbox"/>
<p>> 90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with the highest degree of professionalism expected of a successful teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are consistently positive and productive.</p>	<p>75-90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with those of a successful beginning teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, contribute to a positive learning climate in the classroom and school.</p>	<p>50-75% of indicators met The candidate's work habits and attitudes are not consistently strong and positive; interactions with his or her cooperating teacher, other professionals, parents and students do not always meet professional expectations. The candidate's dispositions, as demonstrated by his or her day-to-day actions, could be strengthened to improve the candidate's ability to become a successful teacher.</p>	<p>< 50% of indicators met The candidate's work habits and attitudes are inconsistent to weak; interactions with his or her cooperating teacher, other professionals, parents and students fall significantly short of those expected of a professional educator. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are sufficiently weak so as to call into question his or her fitness to become a successful teacher.</p>

Comments—please clarify areas of concern:

Date: _____

Date: _____

Date: _____

Disposition 7: Communication. The candidate believes that effective communication is a necessary precondition for successful teaching.

<i>Acceptable: The candidate's dispositions, as evidenced in the following actions, are consistent with those of a professional educator.</i>	<i>Caution: The candidate's dispositions, as evidenced in the following actions, do not consistently reflect those of a professional educator.</i>
---	--

Given your observation of the candidate's performance over time, check the box that most closely describes his or her actions:

a. The use of effective verbal, nonverbal, and media communication techniques fosters active inquiry, collaboration, and supportive interaction in the classroom. <input type="checkbox"/>	a. Communication with students is inadequate and/or poorly developed or structured; poor communication hinders or does not support student learning. <input type="checkbox"/>
b. Effective communication skills are demonstrated; student acquisition of these skills is fostered. <input type="checkbox"/>	b. Communication skills are poor. <input type="checkbox"/>
c. Relationships with school colleagues and parents are strong and positive. <input type="checkbox"/>	c. Relationships with school colleagues and/or parents are not always positive. <input type="checkbox"/>
d. Effective questioning strategies are used that encourage thinking and participation on the part of all students. <input type="checkbox"/>	d. Poor questioning skills and/or strategies are evident; questions do not encourage student thinking and participation. <input type="checkbox"/>
e. Communication is sensitive to differences in family structure, culture, and gender. <input type="checkbox"/>	e. Communication is insensitive to student differences. <input type="checkbox"/>
g. Appropriate communication technology is implemented in the classroom. <input type="checkbox"/>	g. Classroom communication technology is inappropriate or poorly implemented. <input type="checkbox"/>

The following assessment is optional:

f. A well-written, biblically-based philosophy of education guides the candidate's professional practices. <input type="checkbox"/>	f. The philosophy of education is poorly developed or written. <input type="checkbox"/>
---	---

Please check the box, below, that most clearly describes the candidate's dispositions in this domain:

Outstanding = 4 <input type="checkbox"/>	Competent = 3 <input type="checkbox"/>	Emerging competence = 2 <input type="checkbox"/>	Needs improvement = 1 <input type="checkbox"/>
<p>> 90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with the highest degree of professionalism expected of a successful teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are consistently positive and productive.</p>	<p>75-90% of indicators met The candidate's work habits, attitudes, and interactions with his or her cooperating teacher, other professionals, parents and students indicate that his or her dispositions as described in this domain are consistent with those of a successful beginning teacher. The candidate's dispositions, as demonstrated by his or her day-to-day actions, contribute to a positive learning climate in the classroom and school.</p>	<p>50-75% of indicators met The candidate's work habits and attitudes are not consistently strong and positive; interactions with his or her cooperating teacher, other professionals, parents and students do not always meet professional expectations. The candidate's dispositions, as demonstrated by his or her day-to-day actions, could be strengthened to improve the candidate's ability to become a successful teacher.</p>	<p>< 50% of indicators met The candidate's work habits and attitudes are inconsistent to weak; interactions with his or her cooperating teacher, other professionals, parents and students fall significantly short of those expected of a professional educator. The candidate's dispositions, as demonstrated by his or her day-to-day actions, are sufficiently weak so as to call into question his or her fitness to become a successful teacher.</p>

Comments—please clarify areas of concern:

Date:

Date:

Date:

