

## Teacher Education Unit Dispositions Evaluation

Candidate Name: \_\_\_\_\_ ID#: \_\_\_\_\_ SEM/YEAR: \_\_\_\_\_ DATE: \_\_\_\_\_

Instructor Name and Signature: \_\_\_\_\_ Course: \_\_\_\_\_

Instructor: This form is to be used at the instructor's discretion when he/she thinks that a candidate is not meeting a particular professional standard. The instructor should complete the form, indicate a rating **for each** of the standards, and for each **unacceptable** rating, provide an explanation and any supporting documentation. For any **unacceptable rating**, the instructor must refer to the Dispositions Rubric to ensure that the rating corresponds to the rubric description. The instructor must discuss the form with the candidate and ask him/her to sign the form. The instructor must submit a copy of the form to the candidate's department office (ELED, PSED, SPED, PETE, HLTH). Candidates may review their files and may submit a response to the form. Completed forms will be kept in the candidate's confidential student file until the candidate completes the program. For more information about procedures, instructors should see their department chair.

Professional Standard		Indicators of Meeting the Standard (Being Proficient)	Instructor Rating/Comments/Evidence
Good teachers		The teacher candidate	
Value life-long learning and knowledge	Engagement	<ul style="list-style-type: none"> <li>• Pays attention</li> <li>• Consistently participates</li> <li>• Takes initiative in field experiences or in classroom activities or discussions</li> <li>• Engages in challenging work</li> <li>• Makes up missed work promptly</li> <li>• Attends class on a regular basis</li> <li>• Displays a positive attitude toward involvement</li> </ul>	Yes/Beyond Yes Yes/Reservations No, Unacceptable
	Self-reflection and critical thinking	<ul style="list-style-type: none"> <li>• Self-reflects for growth</li> <li>• Responds to suggestions and acts upon them</li> <li>• Rarely needs to have explicit instructions</li> <li>• Invites and acts on multiple perspectives</li> </ul>	Yes/Beyond Yes Yes/Reservations No, Unacceptable
Values Diversity	Relationships with others	<ul style="list-style-type: none"> <li>• Works constructively with others of different backgrounds and viewpoints</li> <li>• Voices discomfort with other's use of negative stereotypes and language in interactions with others</li> <li>• Believes that all children can learn</li> <li>• Analyzes own knowledge, skills and dispositions concerning diversity to grow personally and professionally</li> </ul>	Yes/Beyond Yes Yes/Reservations No, Unacceptable

## Teacher Education Unit Dispositions Evaluation

Values Collaboration	Working with individuals or groups	<ul style="list-style-type: none"> <li>• Incorporates ideas of others to promote group success</li> <li>• Contributes ideas and effort to the group</li> <li>• Within collaborative settings, takes initiative with group responsibilities, completing them in a timely manner</li> </ul>	Yes/Beyond Yes Yes/Reservations No, Unacceptable
	Communicating across groups	<ul style="list-style-type: none"> <li>• Willingly and consistently participates in conversations with peers, professionals, families and/or community members</li> </ul>	Yes/Beyond Yes Yes/Reservations No, Unacceptable
Values Professionalism	Preparation	<ul style="list-style-type: none"> <li>• Is punctual and reliable in completing work</li> <li>• Creates products that exhibit attention to detail and evidence of thoughtful analysis and adequate time allocated for planning and work</li> <li>• Usually makes prior arrangements with instructor/supervisor when absence is necessary</li> </ul>	Yes/Beyond Yes Yes/Reservations No, Unacceptable
	Policies and procedures	<ul style="list-style-type: none"> <li>• Follows rules and policies consistently and accepts responsibility for personally following them (e.g., appearance, behavior, attendance, language, etc.)</li> <li>• Shares concern about rules with appropriate parties but honors the rules</li> </ul>	Yes/Beyond Yes Yes/Reservations No, Unacceptable
	Professional development	<ul style="list-style-type: none"> <li>• Seeks out opportunities as part of a personal plan for professional growth</li> <li>• Is active in professional development; for example, is an active member of a professional organization, attends professional activities, and/or volunteers for service</li> <li>• Has created a plan for professional growth</li> </ul>	Yes/Beyond Yes Yes/Reservations No, Unacceptable

## Teacher Education Unit Dispositions Evaluation

Values Personal Integrity	Emotional maturity	<ul style="list-style-type: none"> <li>• Maintains control of emotions, except under rare circumstances</li> <li>• Accepts and reflects upon alternative methods of expressing emotions, making sincere amends for rare loss of control</li> </ul>	Yes/Beyond Yes Yes/Reservations No, Unacceptable
	Ethical behavior	<ul style="list-style-type: none"> <li>• Is truthful and honest in dealing with others</li> <li>• Shows integrity when faced with challenging situations</li> <li>• Maintains confidentiality</li> <li>• Exhibit consistent and equitable treatment of others</li> <li>• Exerts reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety</li> </ul>	Yes/Beyond Yes Yes/Reservations No, Unacceptable

Comments:

East Stroudsburg University is required to certify to the state that each program graduate recommended for teacher certification has the knowledge, skills, and character necessary to be a successful classroom teacher. The identification and evaluation of professional dispositions is part of ESU's professional responsibility because a pattern of action that occurs during the course of teacher preparation is likely to appear later on the job. Teacher candidates who have been accepted into an ESU teacher education program will be assessed regularly to determine their progress in academic performance, field experiences, and professionalism. This form is one of many assessment tools used in the program and may be used at any time during a candidate's academic career.

*I have read the above statements and understand the use of the Professional Disposition Assessment form.*

\_\_\_\_\_  
 Teacher Candidate Signature

\_\_\_\_\_