



Shepherd University

Educator Preparation Program

Teacher Candidate Dispositional Assessment

| | | |
|------------------------|-------------|--------------------|
| Teacher Candidate Name | Course / ID | Semester/Year |
| Evaluator | | Date of Evaluation |

Notes to Evaluator: The Shepherd University School of Education appreciates the time, effort, and expertise you bring to this evaluation process. Please use the following scale to rate the teacher candidate on each disposition by choosing the corresponding number for each criteria. Each cell within the rubric includes the criteria / indicator for each disposition. The total of the ratings across the dispositions will be calculated to determine the candidate's overall score. Lastly, please add comments to support any of the ratings as needed. *Dispositions are aligned to CAEP Standard R3.3 as well as the Danielson Framework for Teaching, InTASC Model Core Standards, the Marzano Causal Teacher Evaluation Model, and the WV Professional Teaching Standards.*

- 2 = Meets Expectations:** Considerable evidence of understanding and commitment to the disposition
- 1 = Developing:** Some evidence of understanding and commitment to the disposition
- 0 = Needs Improvement:** Minimal evidence of understanding and commitment to the disposition

| Disposition | Associated Criteria / Indicators | | |
|--|--|--|--|
| | Needs Improvement = 0 | Developing = 1 | Meets Expectations = 2 |
| 1. Demonstrates Effective Oral Communication Skills (CAEP: 3.3; Danielson: 3a; InTASC: 2, 3, 8; WVPTS: 3B) | <input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by significant errors in language and/or grammar. <input type="checkbox"/> Fails to maintain interest and support participation due to excessive monotone, inappropriate rate, and/or volume. <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic. | <input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language and grammar yet makes some common and noticeable errors. <input type="checkbox"/> Strives to vary rate, volume, and/or emphasis to engage others, resulting in a lack of interest or participation from only some. <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic. | <input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language and grammar for the learning environment with few to no mistakes. <input type="checkbox"/> Varies delivery techniques (tone, rate, volume, emphasis, gestures) to engage others and encourage participation from everyone. <input type="checkbox"/> Communicates with others at an age-appropriate level, as evidenced by explaining content-specific vocabulary as needed. |
| Comments: | | | |

| Disposition | Associated Indicators | | |
|--|---|--|---|
| 2. Demonstrates Effective Written Communication Skills (CAEP: 3.3; Danielson: 3a; InTASC: 2, 3, 8; WVPTS: 3B) | Needs Improvement = 0 | Developing = 1 | Meets Expectations = 2 |
| | <input type="checkbox"/> In writing, communicates in tones that are harsh or negative as evidenced by negative responses or distancing from others. <input type="checkbox"/> Demonstrates significant spelling, mechanical, and/or grammatical errors as well as common mistakes that interfere with the ability to communicate effectively. | <input type="checkbox"/> In writing, communicates in tones that are respectful and positive but may include detectable negative undertones, as evidenced by unproductive and/or unenthusiastic responses from others. <input type="checkbox"/> Demonstrates common spelling, mechanical, and/or grammatical errors that do not interfere with the ability to communicate purpose or message. | <input type="checkbox"/> Communicates respectfully and positively in writing as evidenced by fostering conventional or enthusiastic responses from others. <input type="checkbox"/> Demonstrates few to no errors in spelling, grammar, or mechanics; clearly and effectively communicates purpose or message. |
| Comments: | | | |

(College of Charleston, 2019; Valencia College, 2022; Watermark, 2018)

| | Needs Improvement = 0 | Developing = 1 | Meets Expectations = 2 |
|--|--|---|--|
| 3. Demonstrates Professionalism (CAEP: 3.3; Danielson: 4; InTASC: 9(o), 10; Marzano: 44, 55; WVPTS: 3F, 4) | <input type="checkbox"/> Does not respond to communications and/or does not submit assignments. <input type="checkbox"/> Fails to exhibit punctuality and/or attendance in the classroom and/or in the field. <input type="checkbox"/> Displays dishonesty or disrespect in interactions with others; may violate the University, state, and/or local school/district Professional Code(s) of Conduct. <input type="checkbox"/> Divulges inappropriate personal life issues within the classroom and/or field setting. <input type="checkbox"/> When required, functions as a group member with little or no participation; work may be detrimental to the collective efforts of the group. | <input type="checkbox"/> Responds to communications but those responses are delayed; submits assignments late and/or not as directed. <input type="checkbox"/> Inconsistently punctual and/or present. <input type="checkbox"/> May unintentionally cross minor boundaries and/or ethical or professional standards of practice as identified in University, state, and/or local school/district Professional Code(s) of Conduct. Responds well to correction and/or feedback; is honest and respectful in interactions with others. <input type="checkbox"/> Occasionally divulges inappropriate personal life issues within the classroom/field setting, but such errors are minimal and are not repeated after correction. <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes; may tend to either monopolize conversation or contribute only when prompted. | <input type="checkbox"/> Responds promptly to communications and submits all assignments on time and as directed. <input type="checkbox"/> Consistently punctual and present. <input type="checkbox"/> Maintains and upholds professional boundaries as well as both ethical and professional standards of practice as outlined in University, state, and local school/district Code(s) of Conduct. <input type="checkbox"/> Ensures all inappropriate personal life issues are kept out of classroom/field setting. <input type="checkbox"/> Actively participates in the collaborative group experience while consistently contributing to group learning and utilizing the knowledge and skills gained in class and/or in the field to enhance the overall experience. |
| Comments: | | | |

(Missouri Southern State University [MSSU], n.d.; Watermark, 2018; West Virginia Department of Education [WVDE], 2010)

| Disposition | Associated Indicators | | |
|--|--|--|--|
| 4. Demonstrates a Positive and Enthusiastic Attitude (CAEP: 3.3; Danielson: 3; InTASC: 10(t); Marzano: 29; WVPTS: 3F, 5) | Needs Improvement = 0 | Developing = 1 | Meets Expectations = 2 |
| | <input type="checkbox"/> Resists change. <input type="checkbox"/> May appear offended when suggestions are made to try new ideas/activities. <input type="checkbox"/> Demonstrates a flattened affect in the classroom and/or field as evidenced by a lack of expressive gestures and/or vocal expressions. Seems unable or unwilling to build positive relationships with others. | <input type="checkbox"/> Reluctant to change. <input type="checkbox"/> Willing to try new ideas/activities that are suggested yet is often unsure of how to proceed with support or assistance. <input type="checkbox"/> Consistently overlooks opportunities to demonstrate positive affect and build positive relationships with others. | <input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining and demonstrate flexibility in thinking and/or doing. <input type="checkbox"/> Enthusiastic to try new ideas/activities that are suggested. Consistently able to assume initiative for doing so. <input type="checkbox"/> Demonstrates an appropriately positive affect with others as evidenced by both verbal and non-verbal cues. Strives to build positive relationships with others. |
| Comments: | | | |

(MSSU, n.d.; Watermark, 2018; WVDE, 2010)

| | Needs Improvement = 0 | Developing = 1 | Meets Expectations = 2 |
|---|--|--|---|
| 5. Demonstrates Preparedness in Teaching and Learning (CAEP: 3.3; Danielson: 1e, 3e, 4a; InTASC: 1(k), 3(p), 7(q), 8(s), 9(l); Marzano: DQ5, 50, 51, 52, 57; WVPTS: 3f, 4c, 4d) | <input type="checkbox"/> Is not receptive to constructive feedback and/or shows no signs of implementing recommended change(s). <input type="checkbox"/> Shows no evidence of the ability to reflect upon professional practices / acknowledge own limitations or strengths. May possess an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve. <input type="checkbox"/> Always or often comes to class/field unprepared for class/professional tasks or responsibilities. <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed. | <input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions but implements other changes without issue. <input type="checkbox"/> Demonstrates the ability to engage in reflection regarding own limitations and strengths by revising professional practices via personal interactions and/or through work product. Reflections may contain inaccuracies as candidate may need assistance to determine corrective measures for improvement. <input type="checkbox"/> Sometimes or occasionally comes to class/field unprepared to complete class/professional tasks or responsibilities. <input type="checkbox"/> Aware that lesson is not working but does not yet understand how to alter plans to adjust to student needs. | <input type="checkbox"/> Is receptive to constructive feedback, implements changes, and actively seeks feedback from others. <input type="checkbox"/> Demonstrates strong evidence of self-reflection regarding limitations and strengths of professional practices through personal interactions and work product; applies revised practices in the professional setting to create an ongoing and sustained continuous improvement cycle. <input type="checkbox"/> Always arrives to class/field prepared to complete class/professional tasks or responsibilities. <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan(s) mid-lesson to overcome any observable deficits. |
| Comments: | | | |

(MSSU, n.d.; University of North Carolina at Charlotte [UNCC], 2018; Watermark, 2018; WVDE, 2010)

| Disposition | Associated Indicators | | |
|--|---|--|--|
| | Needs Improvement = 0 | Developing = 1 | Meets Expectations = 2 |
| <p>6. Exhibits an Appreciation of and Value for Diversity and Respect for Others</p> <p>(CAEP: 3.3; Danielson: 1b, 2a, 2b; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q); Marzano: 36, 37, 56; WVPTS: 2a, 2b, 2c)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Inequitably interacts with and responds to diverse students. <input type="checkbox"/> Is unaware of opportunities to develop cross-cultural understandings. Fails to recognize opportunities to encourage cultural sensitivities and perspectives. <input type="checkbox"/> Is nonresponsive to students' individual differences. Is unaware of culturally responsive pedagogical practices. <input type="checkbox"/> Neglects to acknowledge or is seemingly unaware of personal biases and/or privileges. <input type="checkbox"/> Struggles to create a safe classroom environment. <input type="checkbox"/> Seems to allow, ignore, and/or is unaware of negative (e.g., bullying) behaviors. | <ul style="list-style-type: none"> <input type="checkbox"/> Is aware of the need to interact with and respond to all diverse students equitably but may struggle to do so. <input type="checkbox"/> Attempts to respond to opportunities to develop cross-cultural understandings and recognizes individual differences. <input type="checkbox"/> Designs lessons that provide attention to some cultural and academic diversity. Is aware of culturally responsive pedagogical practice. Creates opportunities for some multiculturalism perspective / activities. <input type="checkbox"/> Attempts to encourage cultural sensitivities and perspectives via acknowledging personal biases and/or privileges. <input type="checkbox"/> Strives to create a safe classroom environment with zero tolerance of negative behaviors where some attention is paid to student differences. <input type="checkbox"/> Encourages respect for self, peers, and adults. The teacher is aware of bullying characteristics but may inconsistently intervene and/or needs further support / development in accomplishing this task. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an awareness of the need for and an attempt to interact with and respond to diverse students equitably. <input type="checkbox"/> Seeks an understanding of and embraces opportunities to enhance cross-cultural understandings for diverse groups within the classroom. <input type="checkbox"/> Designs lessons that meet the needs of cultural and academic diversity. Is aware of culturally responsive pedagogical practices and attempts to model them. Strives to create multicultural perspective / activities. <input type="checkbox"/> Encourages cultural sensitivity and perspectives via acknowledging personal biases and/or privileges. <input type="checkbox"/> Creates a safe environment with zero tolerance of negative behavior towards others and where students' differences are celebrated. <input type="checkbox"/> Attempts to encourage and model politeness, respectfulness, and genuineness, and to effectively intervene in bullying situations and consistently works to eliminate bullying and victim behavior. |
| <p>Comments:</p> | | | |

| 7. Collaborates Effectively with Others (CAEP: 3.3; Danielson: 4c, 4d; InTASC: 1(k), 3(n), 3(q), 7(o); Marzano: 55, 56; WVPTS: 3b, 4b, 5f) | Needs Improvement = 0 | Developing = 1 | Meets Expectations = 2 |
|--|---|--|--|
| | <input type="checkbox"/> Rarely engages with colleagues/peers and has minimum interaction with student(s) or parent/guardian(s) to build relationships. <input type="checkbox"/> Rarely considers/incorporates new ideas/solutions and seems unable or unwilling to collaborate or share ideas/strategies/solutions with others. <input type="checkbox"/> Typically demonstrates a respectful tone and/or regard for others; may struggle to be fair, equitable, and/or even-tempered. <input type="checkbox"/> May demonstrate self-centeredness and/or lack a positive demeanor. | <input type="checkbox"/> Engages with / interacts with student(s), parent/guardian(s) occasionally to build relationships and/or with colleagues/peers as required. <input type="checkbox"/> Demonstrates a willingness to consider/incorporate new ideas/solutions and to collaborate or share ideas/strategies/solutions with others. <input type="checkbox"/> Typically demonstrates a respectful tone and regard for others; is usually fair and equitable and even-tempered. <input type="checkbox"/> Typically refrains from self-centered comments and demonstrates a positive demeanor. | <input type="checkbox"/> Actively seeks opportunities to engage with / interact with student(s), parent/guardian(s), and/or colleagues/peers to build relationships. <input type="checkbox"/> Takes initiative to seek out new ideas/solutions. Consistently collaborates and proactively shares ideas/strategies/solutions with others. <input type="checkbox"/> Exhibits a respectful tone and significant regard for others at all times as evidenced by the following: not interrupting or talking over others; actively listening for understanding and asking for feedback and/or clarification; and being even-tempered even in sensitive situations. <input type="checkbox"/> Demeanor is positive, humble, and generous. |
| Comments: | | | |

(MSSU, n.d.; UNCC, 2018; Watermark, 2018)

| Disposition | Associated Indicators | | |
|---|--|---|---|
| 8. Demonstrates Self- Regulation and Initiative (CAEP:3.3; Danielson: 4e; InTASC: 9(n), 10(r), 10(t); Marzano: 57; WVPTS 4) | Needs Improvement = 0 | Developing = 1 | Meets Expectations = 2 |
| | <input type="checkbox"/> Seemingly is unable to self-correct own weaknesses; does not ask for support or continuously seeks support from others. <input type="checkbox"/> Struggles to accept and apply constructive feedback; occasionally incorporates ideas for improvement. <input type="checkbox"/> Does not demonstrate initiative in either classroom or field-based tasks. | <input type="checkbox"/> Beginning to recognize own weaknesses and asks for support; is making some effort to become involved in own professional growth and development. <input type="checkbox"/> Accepts and attempts to apply constructive feedback; sometimes struggles to incorporate ideas for improvement but strives to balance seeking assistance and working independently. <input type="checkbox"/> Responsibly takes initiative in most classroom and/or field-based tasks. | <input type="checkbox"/> Recognizes own weaknesses and/or identifies issues themselves and works towards a solution or attempts to improve before seeking support. Consistently and effectively balances seeking assistance and working independently. <input type="checkbox"/> Readily and positively accepts and applies constructive feedback, incorporates ideas for improvement, and demonstrates evidence of authentic reflection. <input type="checkbox"/> Responsibly takes initiative in ALL classroom and/or field-based tasks. |
| Comments: | | | |

(MSSU, n.d.; UNCC, 2018; Watermark, 2018)

| | Needs Improvement = 0 | Developing = 1 | Meets Expectations = 2 |
|--|--|---|---|
| <p>9. Exhibits Social and Emotional Intelligence and Affective Capacity</p> <p>(CAEP:3.3; Danielson: 4; InTASC: 3(r), 4(q), 9(m), 9(n), 10(r), 10(t); Marzano: 37, 38; WVPTS 4)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Overreacts to sensitive issues and/or social/emotional obstacles. Does not demonstrate perseverance and resilience as evidenced by giving up easily. <input type="checkbox"/> Rarely recognizes own limitations as well as the impact of their own thoughts/beliefs. <input type="checkbox"/> Demonstrates a lack of sensitivity to the feelings of others as evidenced by a lack of compassion and/or social awareness. <input type="checkbox"/> Does not consistently interact with others (students, parents, colleagues, peers, and/or instructors) in ways that encourage active engagement. Uses destructive or other inappropriate language or behavior. Does not reasonably allow others to express ideas. | <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes social and emotional obstacles but struggles to overcome; demonstrates some characteristics of perseverance and resilience. <input type="checkbox"/> Inconsistently recognizes own limitations as well as the impact of their own thoughts/beliefs. Is sometimes able to identify issues; will work toward personal improvement with guidance and support. <input type="checkbox"/> Recognizes the feelings of others and social awareness and responds positively and/or accordingly in most situations. <input type="checkbox"/> Consistently interacts with others (students, parents, colleagues, peers, and/or instructors) in ways that encourage active engagement, such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. | <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ability to overcome social and emotional obstacles as well as perseverance and resilience. <input type="checkbox"/> Consistently recognizes own limitations as well as the impact of their own thoughts/beliefs. Able to identify issues and works toward personal improvement accordingly. <input type="checkbox"/> Demonstrates a sensitivity to the feelings of others as evidenced by a proactive, compassionate, and empathetic social awareness. <input type="checkbox"/> Behaviors consistently communicate respect and understanding of the relationship between one's own actions and others (e.g., professionals, colleagues, peers, parents, and students). Encourages and supports participation and success for <i>all</i>. |
| <p>Comments:</p> | | | |

(MSSU, n.d.; UNCC, 2018; Watermark, 2018)

TOTAL SCORE ACROSS ALL NINE DISPOSITIONS: _____

References

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