

**Dispositions Assessment**

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| Candidate: | Candidate Signature: | Term/Year: | |
| Univ Super: | Univ Super Signature: | Dist Mentor/Coop Teacher: | Dist Mentor/Coop Teacher Signature: |
| Date: | School/Site: | Grade Level/Subject/Area: | |

The Dispositions Growth Assessment (DGA) evaluates the teacher candidate’s growth related to professional behaviors by providing actionable feedback during program transition points.  Evaluators should familiarize themselves with the Dispositions & Observable Behaviors (first column) at the beginning of the field or clinical experience, then complete the assessment at the end of the experience and submit it to the Department of Education.

While candidates should aspire to a score of 3, only truly exceptional ones will receive that score on most/many of the items (see rubric).  If the disposition cannot be observed, please put N/O in the rating column.  Please provide rationales at the end of this document for scores of 1 and N/O; rationales for scores of 2 are optional.

For Practicum and Internship evaluators: Note any dispositional concerns on appropriate forms (including the midterm evaluation form) and in conversations (informal or formal) *during* *the experience*.  Then, at the end of the experience, both the University Supervisor and the District Mentor/Cooperating Teacher should complete and submit a consensus DGA form to the Department of Education. The consensus evaluation is provided to the candidate. The University Supervisor, District Mentor/Cooperating Teacher, and candidate sign this form.

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| ***DISPOSITION & Observable Behaviors*** | **Accomplished/Target (3)** | **Approaching/Developing (2)** | **Unsatisfactory/Unacceptable (1)** | **Rating** |
| 1. **TIMELINESS/TIME MANAGEMENT**  * Plans in advance for requirements and deadlines * Turns in assignments on time * Arrives at school, school activities, class, seminars promptly or before time * Responds promptly and responsibly to email, voicemail, and other messages * Timely in professional commitments   (SCTS Professionalism: Growing & Developing Professionally) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Timeliness/Time Management.”*  *The teacher candidate values each aspect of “Timeliness.”* | *Teacher candidate consistently demonstrates the majority (3-4) but not all of the observable behaviors that exemplify “Timeliness/Time Management.”*  *The teacher candidate values and demonstrates “Timeliness” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Timeliness/ Time Management.”*  *The teacher candidate’s value of “Timeliness” is in question.* |  |
| 1. **ATTENDANCE**  * Attends all scheduled and expected events (seminars, classes, school visits/meetings, other) and remains until dismissal as promised or expected * Keeps professional commitments to colleagues, students, and all others   (School district policy) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Attendance.”*  *The teacher candidate values each aspect of “Attendance.”* | *Teacher candidate consistently demonstrates only one of the two observable behaviors that exemplify “Attendance.”*  *The teacher candidate values and demonstrates “Attendance” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating both of the observable behaviors that exemplify “Attendance.”*  *The teacher candidate’s value of “Attendance” is in question.* |  |
| ***DISPOSITION & Observable Behaviors*** | **Accomplished/Target (3)** | **Approaching/Developing (2)** | **Unsatisfactory/Unacceptable (1)** | **Rating** |
| 1. **APPEARANCE/DRESS**  * Follows school/district/facility dress and appearance code * Dresses for professional role; clean, neat, and well-groomed   (School district policy) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Appearance/Dress.”*  *The teacher candidate values each aspect of professional “Appearance/Dress.”* | *Teacher candidate consistently demonstrates only one of the two observable behaviors that exemplify “Appearance/Dress.”*  *The teacher candidate values and demonstrates professional “Appearance/Dress” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating both of the observable behaviors that exemplify “Appearance/Dress.”*  *The teacher candidate’s value of professional “Appearance/Dress” is in question.* |  |
| 1. **CONFIDENTIALITY**  * Follows school/district guidelines including the use of web sites and social media * Keeps student personal information confidential unless required by law to disclose/report * Keeps colleague personal information confidential; understands boundaries between professional and personal discussions and behaviors * Uses ethical judgment/discretion in keeping privacy in communication with parents, students, staff, administration, public   (InTASC 6, 9; SC Code of Conduct) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Confidentiality.”*  *The teacher candidate values each aspect of “Confidentiality.”* | *Teacher candidate consistently demonstrates at least half (2-3) but not all of the observable behaviors that exemplify “Confidentiality.”*  *The teacher candidate values and demonstrates “Confidentiality” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Confidentiality.”*  *The teacher candidate’s value of “Confidentiality” is in question.* |  |
| 1. **HONESTY/INTEGRITY**  * Demonstrates integrity and academic honesty * Observes professional code of conduct and ethics for educators * Admits, acknowledges mistakes/errors * Does own work * Communicates importance of honesty to students and others   (InTASC 9, 10; SC Code of Conduct) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Honesty/Integrity.”*  *The teacher candidate values each aspect of “Honesty/ Integrity.”* | *Teacher candidate consistently demonstrates the majority (3-4) but not all of the observable behaviors that exemplify “Honesty/Integrity.”*  *The teacher candidate values and demonstrates “Honesty/Integrity” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Honesty/Integrity.”*  *The teacher candidate’s value of “Honesty/Integrity” is in question.* |  |
| 1. **POISE/ATTITUDE/SELF-EFFICACY**  * Demonstrates a positive attitude, work ethic and engagement in the profession * Is able to use self-control; maintains composure in challenging situations * Maintains a calm demeanor and pleasant attitude * Conveys confidence and competence when interacting with learners, peers and colleagues * Conveys belief in own ability to overcome obstacles in order to positively impact student learning * Accomplishes work in spite of challenges; no excuses | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Poise/Attitude/Self-Efficacy.”*  *The teacher candidate values each aspect of “Poise/Attitude /Self-Efficacy.”* | *Teacher candidate consistently demonstrates at least half (3-5) but not all of the observable behaviors that exemplify “Poise/Attitude/Self-Efficacy.”*  *The teacher candidate values and demonstrates “Poise/Attitude/Self-Efficacy” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Poise/Attitude/Self-Efficacy.”*  *The teacher candidate’s value of “Poise/Attitude/Self-Efficacy” is in question.* |  |
| ***DISPOSITION & Observable Behaviors*** | **Accomplished/Target (3)** | **Approaching/Developing (2)** | **Unsatisfactory/Unacceptable (1)** | **Rating** |
| 1. **COOPERATION/COLLABORATION**  * Authentic/positive/appropriate relationships with students, families, colleagues, and administrators * Actively listens to and considers viewpoints of others * Respects the supervisory role of others * Actively contributes to positive group functioning while working with colleagues and peers * Interacts effectively with families, students, colleagues, and administrators in best interest of students to promote student learning and self-growth * Supports/participates in activities initiated by colleagues * Initiates opportunities to collaborate with colleagues and others to share ideas to create authentic learning experiences (this could include the use of technology) * Seeks ways/offers suggestions and strategies to enhance cooperation and positive interactions * Respectfully disagrees by defending perspective with logic and calmness   (InTASC 1, 3, 7, 10; ISTE 4b & c; SCTS Professionalism Domain, EEDA 6) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Cooperation/ Rapport/Collaboration.”*  *The teacher candidate values each aspect of “Cooperation/ Collaboration.”* | *Teacher candidate consistently demonstrates the majority (5-8) but not all of the observable behaviors that exemplify “Cooperation/Rapport/ Collaboration.”*  *The teacher candidate values and demonstrates “Cooperation/ Collaboration” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Cooperation/ Rapport/ Collaboration.”*  *The teacher candidate’s value of “Cooperation/ Collaboration” is in question.* |  |
| 1. **COMMUNICATION**  * Shows appropriate, informative and positive communication that is free of error with all * Spoken and written language is fluent and grammatically correct with all * Demonstrates integrity and diplomacy in communication with all * Use of social media is appropriate for a teaching professional; exhibits ethical and legal practice with digital tools and resources; models positive, socially responsible behavior in online interactions   (InTASC 1, 3, 10; ISTE 3c&d) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Communication.”*  *The teacher candidate values each aspect of “Communication.”* | *Teacher candidate consistently demonstrates at least half (2-3) but not all of the observable behaviors that exemplify “Communication.”*  *The teacher candidate values and demonstrates “Communication” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Communication.”*  *The teacher candidate’s value of “Communication” is in question.* |  |
| 1. **CARING/RAPPORT**  * Empathy--able to identify with and see things from the perspective of others * Understanding--able to comprehend another person’s ideas, feelings, and needs * Responsiveness--attentive to others’ needs, places needs of others above own needs * Advocacy--advocates for needs of students; creates an environment of student agency/invitational learning; advocates for equitable access and reducing digital opportunity gap with school personnel   (InTASC 2, 10; ISTE 2a&b) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Caring.”*  *The teacher candidate values each aspect of “Caring/Rapport.”* | *Teacher candidate consistently demonstrates at least half (2-3) but not all of the observable behavior that exemplify “Caring.”*    *The teacher candidate values and demonstrates “Caring/Rapport” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Caring.”*  *The teacher candidate’s value of “Caring/Rapport” is in question.* |  |
| ***DISPOSITION & Observable Behaviors*** | **Accomplished/Target (3)** | **Approaching/Developing (2)** | **Unsatisfactory/Unacceptable (1)** | **Rating** |
| 1. **SENSITIVITY TO INDIVIDUAL DIFFERENCES**  * Recognizes all students with individual differences * Addresses individual differences (e.g., special needs, individual learning levels and academic ability, gender, sexual orientation, temperament and personality) with impartiality and dignity * Acts to reduce one’s own biases * Actively appreciates and accepts student and others’ individual differences; conveys ways student individual differences are an asset * Seeks ways to include those who have individual differences * Addresses classroom behavior in a manner that prevents all forms of bullying, discrimination, harassment, and intimidation   (InTASC 2, 6, 9, 10; EEDA 7) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Sensitivity to Individual Differences.”*  *The teacher candidate values each aspect of “Sensitivity to Individual Differences.”* | *Teacher candidate consistently demonstrates at least half (3-5) but not all of the observable behaviors that exemplify “Sensitivity to Individual Differences.”*    *The teacher candidate values and demonstrates “Sensitivity to Individual Differences” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Sensitivity to Individual Differences.”*  *The teacher candidate’s value of “Sensitivity to Individual Differences” is in question.* |  |
| 1. **SENSITIVITY TO CULTURAL DIFFERENCES**   Shows respect and appreciation for diversity in classroom and outside classroom to include:   * Interest in/knowledgeable of cultures represented in the school and community * Inclusive of all students and others of different socioeconomic status, race/ethnicity, and cultural background and family differences, etc. * At ease communicating with those from different backgrounds * Avoids stereotypes; acts to reduce one’s own biases * Consistently treats all students with cultural differences equally * Addresses classroom behavior that is disrespectful of cultural diversity   (InTASC 2, 4, 9, 10; EEDA 7) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Sensitivity to Cultural Differences.”*  *The teacher candidate values each aspect of “Sensitivity to Cultural Differences.”* | *Teacher candidate consistently demonstrates the majority (5-8) but not all of the observable behaviors that exemplify “Sensitivity to Cultural Differences.”*  *The teacher candidate values and demonstrates “Sensitivity to Cultural Differences” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Sensitivity to Cultural Differences.”*  *The teacher candidate’s value of “Sensitivity to Cultural Differences” is in question.* |  |
| 1. **REFLECTIVENESS/RESPONSIVENESS**  * Reflects on and evaluates the effect of own performance, choices and actions on others * Reflects on quality of work * Reflects through conversations, journal writing, examining student work, information observations and conversations with students; reflective practitioner * Seeks feedback and opportunity to improve performance; genuine interest in refining one’s own practices * Open to different perspectives and solutions to problems * Responds appropriately to reflection, feedback and suggestions with adjustments and change in positive manner * Flexible and adaptable to change; responds positively to change   (InTASC 7, 9, 10; SCTS Professionalism: Reflecting on Teaching) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Reflectiveness/ Responsiveness.”*  *The teacher candidate values each aspect of “Reflectiveness/ Responsiveness.”* | *Teacher candidate consistently demonstrates the majority (4-6) but not all of the observable behaviors that exemplify “Reflectiveness/ Responsiveness.”*  *The teacher candidate values and demonstrates “Reflectiveness/ Responsiveness” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Reflectiveness/Responsiveness.”*  *The teacher candidate’s value of “Reflectiveness/Responsiveness” is in question.* |  |
| ***DISPOSITION & Observable Behaviors*** | **Accomplished/Target (3)** | **Approaching/Developing (2)** | **Unsatisfactory/Unacceptable (1)** | **Rating** |
| 1. **INITIATIVE/LEADERSHIP**  * Acts and goes beyond expectations without being prompted * Volunteers for tasks, other activities and work including volunteering on and off campus * Seeks and demonstrates willingness to take on new roles * Promotes actions that support student learning, including learning with technology   (InTASC 10; ISTE 2a&c; SCTS Professionalism: Reflecting on Teaching, School Responsibilities) | *Teacher candidate consistently demonstrates all of the observable behaviors that exemplify “Initiative/Leadership.”*  *The teacher candidate values each aspect of “Initiative/ Leadership.”* | *Teacher candidate consistently demonstrates at least half (2-3) but not all of the observable behaviors that exemplify “Initiative/Leadership.”*  *The teacher candidate values and demonstrates “Initiative/Leadership” and is approaching “Accomplished/ Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Initiative/Leadership.”*  *The teacher candidate’s value of “Initiative/Leadership” is in question.* |  |
| 1. **ACTIVE LEARNER**  * Inquisitive, demonstrates intellectual curiosity and eagerness to learn * Seeks out and participates in opportunities for professional growth; committed to continuous improvement, including integrative technology * Explores resources and studies new practices to improve student learning * Willingness to try new ideas and practice to improve student learning * Implements practices supported by school and others learned in professional development * Engages students through equitable use of current and emerging technology to enhance instruction   (InTASC 4, 9, 10; ISTE 1a,b&c) | *Teacher candidate consistently demonstrates all five of the observable behaviors that exemplify “Active Learner.”*  *The teacher candidate values each aspect of “Active Learner.”* | *Teacher candidate consistently demonstrates the majority (3-4) but not all of the observable behaviors that exemplify “Active Learner.”*  *The teacher candidate values and demonstrates “Active Learner” and is approaching “Accomplished/Target” but needs some growth and development.* | *Teacher candidate does not demonstrate or is inconsistent in demonstrating the majority of the observable behaviors that exemplify “Active Learner.”*  *The teacher candidate’s value of “Active Learner” is in question.* |  |

Use this space below to provide rationale for scores of 1; Identify areas of growth within the rubric for scores of a 2 (optional);

*Additional notes for evaluators who assess/score teacher candidates:*

*Practicum and Internship evaluators are asked to note dispositional concerns on formal weekly evaluations and/or midterm conference forms; during lesson observations; and in informal discussions as appropriate during the experience. At the end of the experience, evaluators complete a Dispositions Growth Assessment form independently and submit it to the Department of Education.*

*The program strives to have candidates demonstrate behaviors at the “Accomplished/Target (3)” level which exemplify – at program completion – teaching with a positive impact on student learning for most of the dispositions. Scores at the “Accomplished/Target (3)” level indicate consistent and explicit evidence, among other behaviors, of high quality planning and instruction, extensive knowledge of content, evidence of student-centered learning, demanding academic expectations, positive interactions within the classroom, and commitment to students, peers, and professional growth. Scores of “Approaching/Developing (2)” indicate that the candidate values and demonstrates the disposition and is approaching “Accomplished/Target (3)” but needs some growth and development. Scores of “Unsatisfactory/Unacceptable (1)” are considered in program transition point progression decisions.*