



**College of Education and Human Development  
Candidate Professional Disposition Evaluation**

**Directions**

1. Rubric is to be completed by the classroom teacher, supervisor, and/or course instructor as an overall assessment of the candidate's dispositions.
2. Feedback is to be provided upon completion of the rubric through conference between the observer and candidate.
3. The signed, original evaluation is to be filed in the Field Placement office and a copy is to be given to the student.
4. Please check which field assignment was observed:  
**Levels 1, 3, & 4 Classroom Teacher and University Supervisor:**  
 Intro  Methods  Student Teaching  Other: \_\_\_\_\_  
**Level Two Course Instructor:**  
 315  328  335  345  350  432  433  
 460  Other: \_\_\_\_\_

**Candidate Name**

**School**

**Grade/Subject**

**Observer**

**Date**

**Please check only one box for each element. Check N/A for elements not observed for this report.**

TEACHER AS ACTIVE AGENT OF LEARNING					
Element	N/A	1-Deficient	2-Developing	3-Proficient	Comments
<b><u>Professionalism:</u></b> <b>Timeliness</b> INTASC #9	<input type="checkbox"/>	<input type="checkbox"/> Frequently late and/or leaves early	<input type="checkbox"/> Arrives on time and remains as expected	<input type="checkbox"/> Arrives prior to designated time and remains as needed until task is complete	
<b>Attendance</b> INTASC #9	<input type="checkbox"/>	<input type="checkbox"/> Does not attend as scheduled; may or may not notify teacher; and/or is not dependable	<input type="checkbox"/> Attends regularly; makes up time missed	<input type="checkbox"/> Attends regularly; may volunteer to attend beyond required time	
<b>Dress and Appearance</b> INTASC #9	<input type="checkbox"/>	<input type="checkbox"/> Dresses inappropriately for the school environment and/or is poorly groomed	<input type="checkbox"/> Generally dresses appropriately for the school environment and is generally well groomed	<input type="checkbox"/> Consistently dresses and is well groomed in a professional manner; demonstrates understanding of appropriate dress	
<b>Attitude and Composure</b> INTASC #9	<input type="checkbox"/>	<input type="checkbox"/> Shows little self-confidence; has a critical or negative attitude; and/or uses inappropriate behavior	<input type="checkbox"/> Displays attitude that is positive and agreeable; generally self-confident, courteous	<input type="checkbox"/> Self-assured; always displays appropriate behavior; willing attitude at all times	
<b>Initiative</b> INTASC #9	<input type="checkbox"/>	<input type="checkbox"/> Exhibits little energy or enthusiasm; and/or seldom volunteers for tasks	<input type="checkbox"/> Demonstrates enthusiasm for students, curriculum, and teaching	<input type="checkbox"/> Eager to participate; makes suggestions and is inquisitive; takes on added responsibility	
<b>Ethics/Confidentiality</b> INTASC #9	<input type="checkbox"/>	<input type="checkbox"/> Shows little respect for ethical and professional standards, diplomacy, integrity, and/or confidentiality	<input type="checkbox"/> Generally respectful, honest, maintains confidentiality in school matters	<input type="checkbox"/> Respects and upholds ethical behavior and professional standards; honest, demonstrates diplomacy, integrity, confidentiality	
<b><u>Teaching Qualities:</u></b> <b>Organization</b> INTASC #7	<input type="checkbox"/>	<input type="checkbox"/> Resists selecting and/or developing student-centered lessons; and/or neglects pre-planning	<input type="checkbox"/> Uses time effectively; preplans student-centered lessons; prepares materials in advance	<input type="checkbox"/> Plans well ahead for time and materials; seeks out creative student-centered resources	
<b>Flexibility</b> INTASC #7	<input type="checkbox"/>	<input type="checkbox"/> Unwilling to adjust ideas, materials, plans, time factors, and/or unexpected events	<input type="checkbox"/> Willingly adapts to the situation and environment	<input type="checkbox"/> Readily adjusts and adapts ideas/tasks/lessons to meet student needs and /or time and content concerns	
<b>With-it-ness</b> INTASC #2, 5	<input type="checkbox"/>	<input type="checkbox"/> Unaware of student activity in the surrounding environment	<input type="checkbox"/> Generally aware of student activity and intervenes intermittently	<input type="checkbox"/> Well aware of all student activity and readily makes situational decisions to guide students	

<b>Communication</b> INTASC #6	<input type="checkbox"/>	Speaks in inaudible voice; writes illegibly; displays inappropriate grammar or syntax and/or errors in spoken or written language	<input type="checkbox"/>	Speaks in clear and correct language; writes legibly and spells correctly; uses correct grammar and vocabulary	<input type="checkbox"/>	Uses expressive language and vocabulary; demonstrates superior understanding of grammar and syntax
<b>Sensitive to Diversity</b> INTASC #3	<input type="checkbox"/>	Appears unaware of student differences; relates to some students in a negative, demeaning or sarcastic manner	<input type="checkbox"/>	Displays sensitivity and acceptance of diverse backgrounds and abilities of all students	<input type="checkbox"/>	Establishes a warmth and caring for all students; listens to students; learns students' interests; affirms perspectives and contributions of diverse individuals
<b>Relationship with Others: Cooperation/Collaboration</b> INTASC #6, 9	<input type="checkbox"/>	Unwilling to compromise and/or collaborate when working with faculty, staff, and/or peers	<input type="checkbox"/>	Demonstrates an ability and willingness to work cooperatively with faculty, staff, and peers	<input type="checkbox"/>	Consistently works cooperatively with faculty and staff to create an optimal learning environment for students
<b>Rapport/Communication</b> INTASC #6, 9	<input type="checkbox"/>	Exhibits little respect when communicating or interacting with students, faculty, and/or staff; relates with others in a negative, demeaning, or sarcastic manner	<input type="checkbox"/>	Demonstrates an ability to communicate and interact effectively and professionally with students, faculty, and staff; maintains cordial relationships with colleagues	<input type="checkbox"/>	Consistently communicates and interacts effectively and professionally with students, faculty, and staff; establishes a positive rapport; exhibits caring and respect

TEACHER AS LEARNER						
Element	N/A	1- Deficient	2 - Developing	3 - Proficient	Comments	
<b>Commitment to Learning: Self-Reflective</b> INTASC #9	<input type="checkbox"/>	Resists personal reflection on assignments and/or on effectiveness of activities and lessons	<input type="checkbox"/>	Engages in self-reflection; generally accurate in assessing effectiveness of instruction	<input type="checkbox"/>	Makes thoughtful and accurate assessment of an activity and/or lesson's effectiveness
<b>Responsive to Feedback</b> INTASC #9	<input type="checkbox"/>	Rejects or ignores constructive feedback; and/or becomes defensive	<input type="checkbox"/>	Accepts constructive feedback and responds appropriately	<input type="checkbox"/>	Solicits feedback about performance and consistently refines practice
<b>Lifelong Learner</b> INTASC #9	<input type="checkbox"/>	Shows no interest in continuing to learn	<input type="checkbox"/>	Seeks to learn by observing and assessing on occasion	<input type="checkbox"/>	Strives to grow through extra reading, observing, assessing, and making connections

TEACHER AS ARTICULATE VISIONARY						
Element	N/A	1 - Deficient	2 - Developing	3 - Proficient	Comments	
<b>Professional Development: Attitude toward Learners</b> INTASC #9	<input type="checkbox"/>	Fails to promote success for all students; and/or does not expect all students to learn	<input type="checkbox"/>	Believes in the success of all students; uses resources and assessments to a limited degree	<input type="checkbox"/>	Promotes success for all students; recognizes and accepts a personal role in their success; seeks best practices; uses informative assessments
<b>Ways to Contribute</b> INTASC #9	<input type="checkbox"/>	Shows no interest in participating in professional development activities; ignores opportunities to participate in school-related professional events	<input type="checkbox"/>	Participates in school and district projects when specifically asked	<input type="checkbox"/>	Actively seeks professional development opportunities; attends professional meetings and conferences; seeks to problem solve to find better solutions

**Rating Criteria:** **Acceptable** - if the candidate receives a score of 2 or 3 in all elements (except those checked N/A)  
**Unacceptable** - if the candidate receives a 1 in any category (Candidate please refer to Field handbook for disposition assessment policy)

Performance in the field:       **Acceptable**       **Unacceptable**      Candidate Signature \_\_\_\_\_

Performance in University class:       **Acceptable**       **Unacceptable**      Observer Signature \_\_\_\_\_