**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- |
| **Directions:** Dispositions are one of the most important facets of teaching and learning. Excelling as a professional teacher or teacher candidate depends on the behaviors and attitudes as well as the knowledge a person possesses. This form will be used to assess candidates, using the MWSU Teacher Disposition standards. For consistency with Missouri procedures, category headings are aligned with the Missouri Educator Evaluation System rubrics. Please circle the area you feel best describes the teacher candidate at this point.  Grading Scale: This course is evaluated on a Credit/Fail basis. The pre-service teacher must rate above the baseline in 7 of the 10 domain behaviors. Please feel free to make comments. | | | | | |
| **Achievement Domain** | **NA** | **Baseline**  **(0 Points)** | **Inconsistent**  **(1 Points)** | **Consistent**  **(2 Points)** | **Developing Teacher**  **(3 Points)** |
| Persistence |  | Lacks the ability to face obstacles; does not follow through with actions | Sometimes persists in the face of obstacles in the classroom | Persists in the face of obstacles in the classroom as student behavior or apathy | Problem solves collaboratively with other professionals and persists through obstacles in order to improve behavior for the future |
| Initiative |  | Does not or rarely initiate steps to support classroom activities | Sometimes takes on responsibilities without being told to do so; occasionally volunteers for new responsibilities or challenges | Takes on responsibilities without being told to do so; volunteers for new class responsibilities and challenges | Creatively initiates well planned activities that support classroom goals and standards in order to increase the level of learning within the classroom |
| **Interpersonal Domain** | **NA** | **Baseline**  **(0 Points)** | **Inconsistent**  **(1 Points)** | **Consistent**  **(2 Points)** | **Developing Teacher**  **(3 Points)** |
| Cooperation/Collaboration |  | Does not work with others | Sometimes works well with others and encourages others to join | Pleasant/good-natured with others, encourages people to work together; helpful with tasks, communicates with cooperating teacher | Pleasant/good-natured with others on the job, encourages people to work together; helpful with tasks; eliminates exclusion of others when working in groups |
| Concern for Others |  | Shows no concern for peers, students, or others | Shows some concern for peers, students, or others as learning students’ names | Sensitive to the needs and feelings of others, understands and demonstrates empathy to others, make connections to students | Puts others well-being above personal professional gains; Always takes time to be empathetic and supportive |
| **Self -Adjustment Domain** | **NA** | **Baseline**  **(0 Points)** | **Inconsistent**  **(1 Points)** | **Consistent**  **(2 Points)** | **Developing Teacher**  **(3 Points)** |
| Self-Control |  | Does not show evidence of being able to regulate emotions | Sometimes displays unprofessional emotions | Keeps emotions in check even in very difficult situations | Takes uncomfortable situations and creates a calm and positive environment in spite of difficulty |
| Stress Tolerance |  | Does not accept criticism well; is not tolerant of stressful situations | Sometimes tolerant of stressful situations and has evident distress from criticism | Accepts criticism; tolerant of stress caused by other people or situations | Uses criticism and stressful situations as a springboard for personal and professional growth |
| Adaptability/Flexibility |  | Does not adapt to change | Sometimes exhibits positive reactions to change or ambiguity; is not always open to variance | Adapts to change in the classroom, deals effectively with ambiguity; open to considerable variety in the classroom duties assigned to him/her | Accepts the necessity for flexibility in the classroom; takes variance in the environment and turns it into positive events/experiences |
| **Conscientiousness Domain** | **NA** | **Baseline**  **(0 Points)** | **Inconsistent**  **(1 Points)** | **Consistent**  **(2 Points)** | **Developing Teacher**  **(3 Points)** |
| Dependability |  | Is not reliable in attendance, task completion, and other behaviors, often late or absent 3 or more days) | Sometimes does not follow through on commitments, and is not always reliable in attendance late or absent 2 or more days | Reliable in fulfilling obligations;  attendance and punctuality are not a concern, absent or late with an excuse 1 or less times | Is always dependable and follows through on commitments and expectations from others without prompting |
| Rule Following |  | Does not follow rules and regulations | Sometimes deviates from following rules and regulations; needs reminders | Follows rules, regulations, and ethical guidelines | Always follows ethical guidelines and follows all rules and regulations; supports classmates/colleagues in a positive manner to encourage similar behavior |
| Attention to Detail |  | Does not attend to detail | Sometimes completes tasks but is not always thorough and accurate | Thorough and accurate in completing tasks | Always completes tasks thoroughly and accurately with attention to future needs of school/class/building |

**Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/30 possible points**

Additional Comments: