

Educator Disposition Assessment Form

Rating Scale:

- 1 = Emerging: minimal evidence of understanding and commitment to the disposition
- 2 = Developing: some evidence of understanding and commitment to the disposition
- 3 = Meets Expectation: considerable evidence of understanding and commitment to the disposition
- 4 = Exceeds Expectation: complete evidence of understanding and commitment to the disposition

1. Demonstrates effective oral communication skills (TPO 10)

- ✓ Models Standard English
- ✓ Varies oral communication to motivate students
- ✓ Makes appropriate comments in the classroom
- ✓ Communicates at an appropriate level

2. Demonstrates effective written communication skills (TPO 10)

- ✓ Communicates respectfully with all stakeholders
- ✓ Demonstrates appropriate spelling and grammar
- ✓ Focuses all written communications positively

3. Demonstrates Professionalism (TPO 7)

- ✓ Responds to emails promptly
- ✓ Exhibits punctuality and attendance
- ✓ Maintains professional boundaries with students
- ✓ Keeps personal life at home
- ✓ Functions as a team player
- ✓ Turns in work promptly
- ✓ Avoids inappropriate conversations inside and outside of the classroom
- ✓ Respects and adheres to the ethical standards of practice
- ✓ Refrains from profanity

4. Demonstrates a positive and enthusiastic attitude (TPO 8)

- ✓ Goes above and beyond requirements
- ✓ Demonstrates an appropriately positive affect with students
- ✓ Seeks solutions to problems instead of complaining
- ✓ Encourages students
- ✓ Tries new things that are suggested
- ✓ Engages openly and actively with students

5. Demonstrates preparedness in teaching and learning (TPO 7)

- ✓ Accepts constructive feedback
- ✓ Learns and adjusts from experience and reflection
- ✓ Comes to class planned and with needed materials
- ✓ Alters lessons in progress when needed

6. Exhibits an appreciation of and value for cultural and academic diversity (TPO 9)

- ✓ Demonstrates awareness of traditional and non-traditional family contexts including family status
- ✓ Embraces all diversities/differences to include racial, SES and learning styles
- ✓ Creates a "safe classroom" with zero tolerance of negativity to others
- ✓ Plans activities to raise student awareness and acceptance of differences
- ✓ Understands the importance of a positive school experience

7. Collaborates effectively with stakeholders (TPO 9)

- ✓ Engages parental and guardian involvement
- ✓ Disagrees respectfully
- ✓ Possesses social awareness
- ✓ Uses flexibility
- ✓ Listens to what stakeholders are saying as evidenced by considered response
- ✓ Maintains a respectful tone at all times
- ✓ Shares successful teaching strategies
- ✓ Exhibits a sense of equality

8. Demonstrates self-regulated learner behaviors/takes initiative (TPO 8)

- ✓ Recognizes own weaknesses and asks for support
- ✓ Asks questions proactively and is self-directed
- ✓ Researches and implements different and most effective teaching styles
- ✓ Takes responsibility for knowing students and/or colleagues

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability (TPO 8)

- ✓ Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm
- ✓ Does not overreact to criticism or other situations
- ✓ Demonstrates perseverance and resilience (grit)
- ✓ Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses
- ✓ Demonstrates sensitivity to feelings of others

Statement on the Educator Disposition Assessment (EDA)

Course work contributes to the teacher education program by providing prospective teachers with knowledge, skills, and dispositions related to the competence, character, and community development required of teachers in our nation's schools. Learning experiences and assessments in this course help measure candidates' knowledge, skills, and dispositions critical for the teaching profession. Of the three, dispositions are often the most difficult to measure, yet teacher education programs have an ethical responsibility to prepare candidates who appear to possess dispositions necessary to support all learners (Da Ros-Voseles & Moss, 2007). Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator's own professional growth (Council for the Accreditation of Educator Preparation, 2016). To help measure dispositions of each candidate, the course instructor will complete the **Educator Disposition Assessment** at the end of each course, for each candidate. While the scoring of this assessment does not impact the overall course grade, results do help inform the candidate and the Education Department faculty of progress towards candidates' possession of necessary dispositions. Multiple dispositions and associated indicators scored below the "Meets Expectation" rating could result in a delay in progression through the Teacher Education Program. All candidates can review a copy of their completed Educator Disposition Assessment at the completion of each course by accessing their Chalk & Wire account (if appropriate) or requesting a copy, via email, from the Education office (educ_mail@wittenberg.edu). Please see your course instructor with any questions you might have regarding this process.

The EDA aligns to Wittenberg's Teacher Performance Outcomes (TPO) as indicated.