 **TEACHER EDUCATION DISPOSITION APPRAISAL COMPLETED BY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **Course Instructor STUDENT\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Cooperating Teacher COURSE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DATE\_\_\_\_\_\_\_\_\_\_**
* **University Supervisor**

| **R E S P E C T: VALUES and DEMONSTRATES CONSIDERATION and REGARD FOR ONESELF and OTHERS.** | | | | | | | | | | | |
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| **Open-mindedness** | | | | **Empathy** | | | | **Values Diversity** | | | |
| Evidence of willingness to suspend initial judgment; respects & considers the ideas, beliefs, & opinions of others; listens carefully & actively to others; receptive to feedback from others; receptive of a critical examination of multiple perspectives | | | | Demonstrates empathy, shows genuine concern for others & their needs; interacts in a polite, respectful manner; uses appropriate language; thoughtfully listens & responds to people’s insights, needs, & concerns by acknowledging a person’s feelings & summarizing his/her thoughts; evidence of compassion for others, putting their needs first, when appropriate. | | | | Evidence of willingness & ability to work, cooperate, and communicate with diverse individuals (ability, age, ethnicity, socio-economic, gender, and self-identities; acknowledges & appreciates perspectives and unique needs of individuals from diverse cultural & experiential backgrounds; treats others with dignity; courtesy, & offers due consideration for people & ideas; demonstrates being intentional of feedback to students and families; shows willingness to disrupt patterns that support unequal advantages. | | | |
| **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** |
| **R E S P O N S I B I L I T Y: ACCEPTS RESPONSIBILITY FOR PERSONAL ACTIONS, DECISIONS, EFFORTS, and OUTCOMES.** | | | | | | | | | | | |
| **Dependability** | | | | **Preparedness** | | | | **Cooperation** | | | |
| Arrives for class on time & regularly attends; makes prior arrangement when absence is essential; submits assignments prior to absences and/or completes work; returns borrowed materials in a timely manner; takes care of other’s property. | | | | Reading assignments are completed prior to class; engaged in reading materials with written notes, questions etc.; submits assignments by deadlines; prioritizes work based upon established goals. | | | | Keeps on task; maximizes individual’s talents; assumes & participates in evenly distributing responsibility to all members; responds to others’ insights in ways that further the conversation & invoke new ways of thinking. | | | |
| **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** |
| **E M O T I O N A L M A T U R I T Y: DEMONSTRATES SITUATIONAL APPROPRIATE BEHAVIOR.** | | | | | | | | | | | |
| **Emotional control** | | | | **Adaptability** | | | | **Optimism** | | | |
| Uses appropriate non-verbal & verbal expressions; sensitive to language use; displays appropriate sense of humor; interacts without put-downs or sarcasm; displays composure & steady emotional temperament; holds self-accountable for his/her emotions. | | | | Adapts to unexpected or new situations with emotional control; willing to get along with others; demonstrates curiosity, creativity, & flexibility regarding processes, tasks, & content; generates effective & productive options. | | | | Acts from a positive frame of reference most of the time, including when changes occur; views feedback & situations maturely, analyzes feedback & makes adjustments to enhance personal growth & learning; promotes a positive learning environment. | | | |
| **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** |
| **V A L U E S L E A R N I N G: DEMONSTRATES A RESPECT FOR and is SERIOUS about KNOWLEDGE ACQUISTION and is PASSIONATE ABOUT INCREASING ONE’S COMPETENCE.** | | | | | | | | | | | |
| **Initiative** | | | | **Effort** | | | | **Reflection** | | | |
| Takes initiative to get materials and notes when absent from classes or meetings; resourceful; seeks clarification and/or assistance as needed; shows initiative in class; uses multiple & quality resources to add value to assigned work. | | | | Evidence of preparation for class; actively engaged in class discussion; interested in class activities; voluntarily responds to questions in class; stays focused during class/lab; work completed with attention to accuracy and detail; work shows that adequate time & planning were allocated; persistent efforts to improve. | | | | Shows intellectual interest by statements made in class; asks relevant & thoughtful questions; shows thoughtful analysis of assignments; work shows higher-order thinking; makes reasoned decisions with supporting evidence; makes connections to previous readings, experiences, & courses. | | | |
| **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** |

| **I N T E G R I T Y: DEMONSTRATES TRUTHFULNESS, TRUSTWORTHINESS and PROFESSIONAL BEHAVIOR.** | | | | | | | | | | | |
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| **Truthfulness** | | | | **Ethical Practice** | | | | **Professionalism** | | | |
| Practices honesty in communicating with others; communicates without intent to deceive; gives credit to others when using their work; actions indicate that truth is more important than personal need. | | | | Practices discretion in keeping personal or professional confidences; words & actions indicate strong character; displays understanding that fairness includes considerations of students with special needs & students’ treatment of one another, as well as teacher to student, or student to teacher; role model of personal integrity. | | | | Professional demeanor in dress & attitude; models behavior expected of both teachers & learners in educational settings; makes use of professional organizations or publications; willingly participates in professional development activities; belongs to professional organization(s). | | | |
| **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** | **Rarely** | **Occasionally** | **Usually** | **Consistently** |

| **Demonstration of all dispositions with consistency CULTIVATES RESILIENCE.** |
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Comments on strengths and challenging dispositions: