

Educator Disposition Assessment

3. Demonstrates Professionalism	Emerging	Developing	Meets Expectation	Exceeds Expectation
Danielson: 4f; InTASC: 9(o)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<input type="checkbox"/> Responds to emails promptly	Comments regarding strengths/areas for growth: US CT			
<input type="checkbox"/> Exhibits punctuality and attendance				
<input type="checkbox"/> Maintains professional boundaries with students				
<input type="checkbox"/> Keeps personal life at home				
<input type="checkbox"/> Functions as a team player				
<input type="checkbox"/> Turns in work promptly				
<input type="checkbox"/> Avoids inappropriate conversations inside and outside of the classroom				
<input type="checkbox"/> Respects and adheres to the ethical standards of practice				

4. Demonstrates a positive and enthusiastic attitude	Emerging	Developing	Meets Expectation	Exceeds Expectation
Marzano: 29	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<input type="checkbox"/> Goes above and beyond requirements	Comments regarding strengths/areas for growth: US CT			
<input type="checkbox"/> Demonstrates an appropriately positive affect with students				
<input type="checkbox"/> Seeks solutions to problems instead of complaining				
<input type="checkbox"/> Encourages students				
<input type="checkbox"/> Tries new things that are suggested				
<input type="checkbox"/> Engages openly and actively with students				

5. Demonstrates preparedness in teaching and learning	Emerging	Developing	Meets Expectation	Exceeds Expectation
Danielson: 1e, 3e, 4a; InTASC: 3(p)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
<input type="checkbox"/> Accepts constructive feedback	Comments regarding strengths/areas for growth: US CT			
<input type="checkbox"/> Learns and adjusts from experience and reflection				
<input type="checkbox"/> Comes to class planned and with needed materials				
<input type="checkbox"/> Alters lessons in progress when needed				

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6. Exhibits an appreciation of and value for cultural and academic diversity	Emerging	Developing	Meets Expectation	Exceeds Expectation
Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	1	2	3	4
<input type="checkbox"/> Demonstrates awareness of traditional and non-traditional family contexts including family status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Embraces all diversities/differences to include racial, SES and learning styles	Comments regarding strengths/areas for growth: US CT			4
<input type="checkbox"/> Creates a "safe classroom" with zero tolerance of negativity to others				4
<input type="checkbox"/> Plans activities to raise student awareness and acceptance of differences				
<input type="checkbox"/> Understands the importance of a positive school experience				

7. Collaborates effectively with stakeholders	Emerging	Developing	Meets Expectation	Exceeds Expectation
Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	1	2	3	4
<input type="checkbox"/> Engages parental and guardian involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Disagrees respectfully	Comments regarding strengths/areas for growth: US CT			4
<input type="checkbox"/> Possesses social awareness				4
<input type="checkbox"/> Uses flexibility				
<input type="checkbox"/> Listens to what stakeholders are saying as evidenced by considered response				
<input type="checkbox"/> Maintains a respectful tone at all times				
<input type="checkbox"/> Shares successful teaching strategies				
<input type="checkbox"/> Refrains from profanity				
<input type="checkbox"/> Exhibits a sense of equality				

8. Demonstrates self-regulated learner behaviors/takes initiative	Emerging	Developing	Meets Expectation	Exceeds Expectation
Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	1	2	3	4
<input type="checkbox"/> Recognizes own weaknesses and asks for support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Asks questions proactively and is self-directed	Comments regarding strengths/areas for growth: US CT			4
<input type="checkbox"/> Researches and implements different and most effective teaching styles				4
<input type="checkbox"/> Takes responsibility for knowing students and/or colleagues				

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9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Emerging 1 <input type="checkbox"/>	Developing 2 <input type="checkbox"/>	Meets Expectation 3 <input type="checkbox"/>	Exceeds Expectation 4 <input type="checkbox"/>
<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation when discussing sensitive issues and can remain calm	Comments regarding strengths/areas for growth: US CT <div style="text-align: right; padding-right: 10px;"> 4 4 </div>			
<input type="checkbox"/> Does not overreact to criticism or other situations				
<input type="checkbox"/> Demonstrates perseverance and resilience (grit)				
<input type="checkbox"/> Demonstrates the ability to communicate personal issues with superiors, but does not use them as excuses				
<input type="checkbox"/> Demonstrates sensitivity to feelings of others				

Additional comments: