

### Appendix Q: Professional Dispositions Evaluation

To be completed by the Mentor Teacher and shared with the Intern Teacher and University Supervisor at the Midterm Evaluation Meeting

Dispositions aligned with InTASC Standards	Indicator and Example please circle applicable number & check or circle applicable example				
	Acceptable			Concern	
Empathy InTASC The Learner & Learning	5	4	3	2	1
		Accepts the varied perspectives, values, and beliefs of others. The ability to use the information to develop opportunities to help others (students, peers, colleagues, and etc.) learn.			Displays behaviors that may not value or appreciate perspectives or beliefs of others thus making it difficult to develop appropriate learning opportunities to support students' (P-12) development.
	<p><i>The following are some, but not all, examples related to Empathy:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sees and appreciates the differences in others</li> <li><input type="checkbox"/> Develops and implements learning experiences that ensure all students learn</li> <li><input type="checkbox"/> Designs culturally relevant learning experiences to meet the needs of all students</li> <li><input type="checkbox"/> Uses the diverse experiences of students (languages, dialect, strengths and needs) in planning and implementing instruction</li> <li><input type="checkbox"/> Designs or implements experiences that utilizes the strengths of the learners to address any academic misconceptions</li> <li><input type="checkbox"/> Develops learning experiences that values the diversity (language, dialect) of all students</li> </ul>			<p><i>The following are some, but not all, non-examples related to Empathy:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Struggles with the ability to value the differences in others</li> <li><input type="checkbox"/> Struggles with lessons that ensure all students learn</li> <li><input type="checkbox"/> Struggles to design culturally relevant lessons that meet all needs.</li> <li><input type="checkbox"/> Uses the diverse experiences of students (languages, dialect, strengths and needs) inappropriately in planning instruction</li> <li><input type="checkbox"/> Creates or implements learning experiences that only focus on the learner's deficits</li> <li><input type="checkbox"/> Struggles with developing learning experiences that are sensitive to the diversity of all students</li> </ul>	

<b>Open-Mindedness</b> InTASC Instructional Practice	5	4	3	2	1
		Demonstrates the ability to be open and flexible to meet the needs of others or the willingness to try new ideas.			Demonstrates an inability to be open and flexible to meet the needs of others. Has difficulty taking responsibility for students' learning or admitting errors to refine personal or professional practice.
<p><i>The following are some, but not all, examples related to Open-Mindedness:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Creates learning environments that are flexible and encourage exploration/student questioning</i></li> <li><input type="checkbox"/> <i>Adapts or modifies instruction (when appropriate) to maximize learning opportunities for all learners</i></li> <li><input type="checkbox"/> <i>Adjusts plans to address immediate and long term needs to support all learners</i></li> <li><input type="checkbox"/> <i>Adjusts instructional strategies to support student's academic development</i></li> </ul>				<p><i>The following are some, but not all, non-examples related to Open-Mindedness:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Creates learning environments that are rigid and have the potential to limit or discourage exploration/student questioning</i></li> <li><input type="checkbox"/> <i>Struggles with adapting and modifying instruction (when appropriate) to maximize learning opportunities for all learners</i></li> <li><input type="checkbox"/> <i>Struggles to adjust plans to address immediate and long term needs to support all learners</i></li> <li><input type="checkbox"/> <i>Unwilling to accept responsibility for the lack of student academic progress</i></li> <li><input type="checkbox"/> <i>Unwilling or struggles to adjust instructional strategies to support student's academic development</i></li> </ul>	

Responsibility InTASC Professional Responsibility	5	4	3	2	1	
	Demonstrates the ability to be accountable for the outcomes of professional and personal actions. This includes being responsive to needs of students' learning and taking ownership of mistakes or errors to refine personal or professional practice.			Demonstrates the inability to be accountable for the outcomes of professional and personal actions. This includes being responsive to needs of students' learning and taking ownership of mistakes or errors to refine personal or professional practice.		
	<p><i>The following are some, but not all, examples related to Responsibility:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Takes ownership of the academic progress of all students</i></li> <li><input type="checkbox"/> <i>Aligns assessment and instruction to learning goals or objectives</i></li> <li><input type="checkbox"/> <i>Takes initiative to improve student learning</i></li> </ul>			<p><i>The following are some, but not all, non-examples related to Responsibility:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Struggles to understand the importance of their role in the academic progress of all students</i></li> <li><input type="checkbox"/> <i>Demonstrates an inability to align assessment and instruction to learning goals or objectives</i></li> <li><input type="checkbox"/> <i>Struggles to take initiative to improve student learning</i></li> </ul>		

Communication InTASC The Learner and Learning	5	4	3	2	1
		<p>Works to develop positive relationships with others in a variety of venues (face-to-face, digital, etc.) to achieve a common goal.</p>			
<p><i>The following are some, but not all, examples related to Communication:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Responds positively to requests from others to collaborate</li> <li><input type="checkbox"/> Makes a contribution to group efforts</li> <li><input type="checkbox"/> Utilizes a variety of strategies (including effective use of digital tools and resources) in order to effectively convey a message or support student success</li> <li><input type="checkbox"/> Seeks opportunities to develop collaborative relationships with others (families, students, peers, etc.)</li> <li><input type="checkbox"/> Modifies communication styles to achieve a common goal</li> <li><input type="checkbox"/> Communicates in a non-judgmental, respectful fashion (including email, face-to-face, social media, etc.)</li> <li><input type="checkbox"/> Uses summarizing or restating as a tool to engage in active listening</li> </ul>				<p><i>The following are some, but not all, non-examples related to Communication:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Responds inappropriately to requests from others to collaborate</li> <li><input type="checkbox"/> Makes little or no contribution to group efforts</li> <li><input type="checkbox"/> May utilize some (or no) strategies to convey a message or support student success, but struggles to use the strategies effectively</li> <li><input type="checkbox"/> Rarely seeks opportunities to develop collaborative relationships with others (families, students, peers, etc.)</li> <li><input type="checkbox"/> Struggles with modifying communication styles when collaborating to achieve a common goal</li> <li><input type="checkbox"/> Communicates in a judgmental or disrespectful fashion (including email, face-to-face, social media, etc.)</li> <li><input type="checkbox"/> Struggles in the use of essential skills (summarizing or restating) as a tool to engage in active listening</li> </ul>	

	5	4	3	2	1
Lifelong Learning InTASC Content Knowledge	Seeks opportunities to develop personally and professionally (pedagogical and content knowledge). Solicits or accepts constructive criticism as an opportunity to develop as a learner.			Avoids or responds inappropriately to opportunities to develop personally, and professionally (pedagogical and content knowledge). Unwilling or unable to accept constructive criticism as an opportunity to develop as a learner.	
	<p><i>The following are some, but not all, examples related to Lifelong Learning:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Responds constructively to professional feedback</i></li> <li><input type="checkbox"/> <i>Makes connections to previous readings, research, or experiences</i></li> <li><input type="checkbox"/> <i>Seeks clarification or assistance when needed</i></li> <li><input type="checkbox"/> <i>Seeks opportunities to attend events (conferences, seminars, webinars, etc.) that can have an impact on teaching and learning</i></li> <li><input type="checkbox"/> <i>Seeks opportunities to deepen their knowledge (content, pedagogical) or frame of reference (culture, gender, etc.) that can impact the ability to develop positive relationships with students and families</i></li> </ul>			<p><i>The following are some, but not all, non-examples related to Lifelong Learning:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Responds inappropriately to professional feedback</i></li> <li><input type="checkbox"/> <i>Struggles to make connections to previous readings, research, or experiences</i></li> <li><input type="checkbox"/> <i>Avoids seeking clarification or assistance when needed</i></li> <li><input type="checkbox"/> <i>Avoids opportunities to attend events (conferences, seminars, webinars, etc.) that can have an impact on teaching and learning</i></li> <li><input type="checkbox"/> <i>Avoids opportunities to deepen their knowledge (content, pedagogical) or frame of reference (culture, gender, etc.) that can impact the ability to develop positive relationships with students and families</i></li> </ul>	

Professionalism InTASC Professional Responsibility	5	4	3	2	1
	Maintains a professional work ethic (dependable/reliable) and good judgment in clinical (field, practicum, intern experiences) or other relevant			Struggles to maintain a professional work ethic (dependable/reliable) and good judgment in clinical (field, practicum, intern experiences) or	
	<p><i>The following are some, but not all, examples related to</i></p> <p><i>Professionalism:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Meets deadlines and is punctual</i></li> <li><input type="checkbox"/> <i>Completes tasks efficiently</i></li> <li><input type="checkbox"/> <i>Maintains a professional attire</i></li> <li><input type="checkbox"/> <i>Demonstrates professional use of digital tools and resources to support teaching and learning</i></li> </ul>			<p><i>The following are some, but not all, non-examples related to</i></p> <p><i>Professionalism:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Struggles to meet deadlines and/or to be punctual</i></li> <li><input type="checkbox"/> <i>Tasks are incomplete or insufficient</i></li> <li><input type="checkbox"/> <i>Professional attire is inappropriate for the setting</i></li> <li><input type="checkbox"/> <i>Demonstrates inappropriate use of digital tools and resources</i></li> </ul>	

Professional Ethics InTASC Professional Responsibility	5	4	3	2	1	
	Adheres to moral and ethical standards as expressed in the WACs, PESB and OSPI guidelines, National Teaching Professional Code of Ethics, school district and Saint Martin’s University policies.	Disregards moral and ethical standards as expressed in the WACs, PESB and OSPI guidelines, National Teaching Professional Code of Ethics, school district and Saint Martin’s University policies.				
	<i>The following are some, but not all, examples related to Professional Ethics:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintains confidentiality of student records, parent communication, and private professional communication</li> <li><input type="checkbox"/> Adheres to the ethical use of technology, email, and social networking sites</li> <li><input type="checkbox"/> Adheres to the ethical use of assessment to support teaching and learning</li> <li><input type="checkbox"/> Produces original work and/or cites/references other’s work</li> </ul>			<i>The following are some, but not all, non-examples related to Professional Ethics:</i> <ul style="list-style-type: none"> <li><input type="checkbox"/> Violates confidentiality of student records, parent communication, and private professional communication</li> <li><input type="checkbox"/> Demonstrates inappropriate use of technology, email, and social networking sites</li> <li><input type="checkbox"/> Demonstrates unethical use of assessments</li> <li><input type="checkbox"/> Struggles with the ability to cite or reference other’s work</li> </ul>		

**Signatures**

Teacher Intern: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor \_\_\_\_\_ Date: \_\_\_\_\_