**DEPARTMENT OF EDUCATION**

**TEACHER CANDIDATE DISPOSITION RUBRIC**

*Directions: Teacher candidates are responsible for 1) completing the demographic information; 2) presenting the rubric to the assigned evaluator; and 3) placing the completed, signed rubric in their professional portfolio.*

Teacher Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SWOSU Identification Number:\_\_\_\_\_\_\_\_\_

Evaluator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check One: \_\_\_\_\_ School/Community Partner School Name/District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ SWOSU Faculty Member Department:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Disposition  Criterion | 3  Above Average | 2  Average | 1  Limited | 0  Not Observed |
| Teacher candidate demonstrates grooming and appearance appropriate to the context of the field experience and/or university setting. |  |  |  |  |
| Teacher candidate is respectful of individuals’ unique differences as demonstrated by personal interaction in field experiences and university settings. |  |  |  |  |
| Teacher candidate fosters respectful communication among all members of the learning community. (school/community partners, university faculty members, peers, and PK-12 students) |  |  |  |  |
| Teacher candidate is committed to work toward mastery of disciplinary content/skills and pedagogical skills. |  |  |  |  |
| Teacher candidate exhibits initiative in field experiences and in university classroom settings. |  |  |  |  |
| Teacher candidate exhibits ethical behavior and fairness in field experiences and in university settings. |  |  |  |  |
| Teacher candidate takes initiative to grow & develop with colleagues (peers, university faculty, school/community partners) through interactions that enhance professional practice. |  |  |  |  |
| Teacher candidate accepts constructive criticism and implements change in order to grow professionally. |  |  |  |  |
| Teacher candidate’s interpersonal relationships indicate belief in the basic tenet that all children can learn. |  |  |  |  |

**Remarks/Comments:**

**Evaluator Signature/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Revised 2014