

Name: _____ 919 _____ Date: _____ Rater: _____	<p style="text-align: center;">Not Demonstrating; or Not Progressing. Rate as 1</p>	<p style="text-align: center;">Partially Demonstrating; or Progressing with Support. Rate as 2</p>	<p style="text-align: center;">Demonstrating; or Progressing Independently. Rate as 3</p>
<p>Commitment to Positive Environment and Growth-Oriented Interactions:</p> <p><i>Demonstrates an inclination to seek learning from any situation and to encourage others to do the same.</i></p>	<p>Displays little confidence in one’s own ability to complete tasks. Frequently demonstrates a failure-oriented attitude.</p> <p>Shifts the morale of teams with whom they work to the negative.</p> <p>Attempts to shift the discussion of teams with whom they work away from the task at hand.</p> <p>Attempts to dominate or control conversations with team members.</p> <p>Does not identify personal or professional goals.</p> <p>Believes there is only one way to learn and complete a task.</p>	<p>Needs reminders and support to demonstrate confidence.</p> <p>Is an adequate participant in work with team members. Neither shifts toward the negative nor goes out of the way to build morale.</p> <p>Identifies goals but lacks the ability to self-monitor progress and adjust behaviors accordingly.</p> <p>Identifies multiple ways to complete a task but has not risen to the level of advocating for others as they seek new paths for learning and growth.</p>	<p>Demonstrates confidence in one’s own ability to be successful as a teacher.</p> <p>Improves the morale of the team with whom they work.</p> <p>Identifies personal and professional goals and checks progress toward goals and adjusts behaviors to meet goals.</p> <p>Envisions and advocates for opportunities for others to make their own choices in paths for learning and growth.</p>
<p>Responsibility:</p> <p><i>Demonstrates reliability in attendance, promptness, notification of emergencies, reliability when making commitments.</i></p>	<p>Exhibits a pattern of absence and/or tardiness. Fails to complete missed work. Gives no reason for missing class/field experiences. Actions disrupts class/field experiences by arriving late. Disengaged.</p>	<p>Rarely misses or is tardy for class/field experiences. Is reliable and keeps commitments.</p>	<p>Consistently attends class/field experiences and is on time. Absences are legitimate and properly excused. Flexible.</p>

<p>Preparation:</p> <p><i>Work is completed with attention to detail, thoughtful analysis, and submitted on time.</i></p>	<p>Work completed with little attention to quality. Assignments are late or missing. Comes unprepared to class and/or field experiences (no text or class material, hasn't read, etc.). Views work as an assignment and not as professional growth.</p>	<p>Assignments are completed correctly and with accuracy. Work shows basic grasp of the assignments intent. Meets assignment deadlines adequately. Is prepared for class and/or field experiences most of the time.</p>	<p>Work is timely and completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated.</p>
<p>Collaboration (x2):</p> <p><i>Works effectively with professional colleagues and others.</i></p>	<p>Consistently chooses to not participate in collaborative activities.</p>	<p>Collaborates and consults with others. Accepts ideas of others.</p>	<p>Considers diverse styles of collaboration.</p> <p>Recognizes personal strengths and contributes positively to the collaboration in the style most comfortable to the student.</p> <p>Recognizes and promotes diversity of individuals within the group.</p> <p>Provides input to the collaboration.</p>
<p>Commitment to Self-Reflection (x2):</p> <p><i>Reflects on and evaluates own experiences and work, is willing and able to recognize and responds to suggestions for growth and improvement.</i></p>	<p>Struggles to recognize growth areas or strengths.</p> <p>Blames external forces for performance.</p> <p>Limits reflection to only right or wrong.</p>	<p>Recognizes growth areas and strengths, but requires support to make adjustments to professional practice or dispositions.</p> <p>Listens to suggestions for growth areas but does not seek feedback.</p>	<p>Regularly engages in learning through self-reflection by asking self and others what they can do to improve and utilizes feedback to make adjustments to professional practices and dispositions.</p> <p>Poses reflective questions related to multiple perspectives and viewpoints.</p> <p>Takes initiative in seeking resources for continued growth related to professional knowledge, instruction, and dispositions.</p>

<p>Professionalism: <i>Demonstrates professional and ethical behavior in all interactions with classmates, faculty, staff, and stakeholders.</i></p> <p>Oral Communication</p>	<p>Consistently demonstrates poor oral communication skills. Significant errors in grammar, usage, word choice, and oral presentation skills not related to the acquisition of a second language.</p>	<p>Oral communication skills developing. Requires support to communicate in appropriate ways for the professional setting, e.g. grammatical, usage, word choice and oral presentation errors not related to the acquisition of a second language.</p>	<p>Oral communication skills are appropriate to the professional setting, e.g. grammar, usage, word choice, and oral presentation skills.</p>
<p>Professionalism: Written Communication</p>	<p>Consistently demonstrates poor written communication skills. Significant errors in grammar, usage, punctuation, capitalization and spelling not related to acquisition of a second language.</p>	<p>Written communication skills developing. Requires support to communicate in appropriate ways for the professional setting, e.g. grammatical, usage, punctuation, capitalization, and spelling errors not related to the acquisition of a second language.</p>	<p>Written communication skills are appropriate to the professional setting, e.g. grammar, usage, punctuation, capitalization, and spelling.</p>

Professionalism: Professional Ethics	Lacks confidentiality, familiarity with professional codes of conduct, and uses spoken, written, and online forms of communication in ways that lack professionalism.	Requires occasional reminders and support to act in a professional manner with regard to professional codes of conduct, spoken, written, and online forms of communication.	Displays familiarity with professional ethics and codes of conduct for the professional field, and acts accordingly in spoken, written, and online forms of communication.
Professionalism: Appearance	Appearance is frequently displayed in a manner inconsistent with the expectations outlined in the confidentiality and dress agreement.	Requires occasional reminders regarding professional dress in order to meet the expectations outlined in the confidentiality and dress agreement.	Appearance projects an image consistent with professional expectations.

Adapted from References: Niagara Disposition
University of Northern Michigan Dispositions Document
Winona State University Dispositions Document