

PROFESSIONALISM/HUMAN RELATIONS DISPOSITIONS RUBRIC

Disposition: Habits of the mind, including beliefs, attitudes, and values that underlie one's behaviors and relations

Teacher Candidate _____ Licensure sought and level _____

Instructor _____ Date _____

Completed For:

Program performance at school assignment Self-Assessment Program Completion

Course Title _____ # of credits _____

Other (Specify) _____

Rating Scale for Dispositions of Professional Behavior	
4	Candidate's dispositions exceeds expectations
3	Candidate's dispositions consistently meets expectations
2	Candidate's dispositions meets minimum expectations
1	Candidate's disposition is unsatisfactory
(NA)	Not Applicable if the situation warrants it
(NO)	Not Observed if the situation warrants it

A performance rating of 3 or higher in all observed dispositions is required for TDC Program Completion

DISPOSITION	EXPECTED OUTCOME	RATING		COMMENTS
		Teacher Candidate	Supervisor/ Program Coordinator	
Attendance WI 9, 10	Attends classes, clinics, and/or appointments as scheduled and honors all professional assignments			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
Punctuality WI 9, 10	Is on time for all professional assignments and remains on duty throughout assignments.			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
Preparedness WI 9, 10	Is prepared for and completes all professional assignments in a timely manner.			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
Institutional Requirements WI 9, 10	Follows institutional rules and regulations			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
Professional Attitude WI 6, 9, 10	A. Treats others with dignity and respect including students, parents, staff, peers, supervisor, TDC instructors and TDC staff.			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
	B. Presents self in a professional manner while performing assigned duties.			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate

Openness WI 6, 9, 10	Uses constructive feedback for professional and personal growth.			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
Climate WI 5, 6, 10	Makes adjustments to promote a positive learning environment, demonstrating sensitivity and diplomacy.			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
Professional Ethics WI 9, 10	Performs assigned duties in an ethical and fair manner.			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
Integrity WI 6, 9, 10	Is truthful in behaviors and communications			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
Accountability WI 9, 10	A. Accepts responsibility for personal behavior and learning.			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
	B. Employs effective pedagogical methods to deliver instruction and to foster positive student behavior and learning.			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
Professional Involvement WI 9, 10	Participates in professional growth activities			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate
Servant Leader WI 1-10	Places the needs and learning of others above themselves.			Supervisor/TDC Instructor/Program Coord.
				Teacher Candidate

A reflection on the dispositions will be completed by the teacher candidate prior to the e-folio review.

A Plan of Improvement is required for a pattern of any disposition(s) rated below 3 at any point prior to completion of the TDC Program. TDC Instructors and school district supervisors are to notify the TDC Program Coordinator of performance at a 2 or 1.

Plan of Improvement Required: _____ Yes _____ No

Teacher Candidate's Signature

Date

Supervisor/TDC Instructor's Signature

Date

TDC Program Coordinator's Signature

Date

Procedures for CESA 7's Teacher Development Center (TDC) Program Dispositions

Belief Statement: A classroom teacher must exhibit numerous qualities that are reflected in his or her core and professional dispositions. Just as it is important to evaluate the knowledge and skills of our teacher candidates throughout our program, it is also important that we evaluate the teacher candidates' dispositions related to being an effective/professional teacher. By adding the evaluation of the dispositions of our teacher candidates, we are helping fulfill TDC Program's mission which is "to provide our teacher candidates with the **knowledge, skills and dispositions** needed to effectively meet the diverse educational needs of all children and youth in our schools."

The attached Standard 5 Professionalism/Human Relations Dispositions Rubric will be used to evaluate the dispositions of teacher candidates in the TDC Program.

- The Standard 5 Professionalism/Human Relations Dispositions Rubric will be completed **three times**:
 - **at the onset of the teacher candidate's program** (self-assessment-distributed and collected by the TDC Program Coordinator),
 - **at the midterm of the teacher candidate's program and**
 - **towards the end of the teacher candidate's program just prior to the e-folio review.**

The midterm and final reviews will be completed by the school district supervisor and submitted to the program coordinator. **It is the teacher candidate's responsibility to provide the supervisor with the dispositions rubric form and request that the form be sent to the TDC program Coordinator.** A reflection on the dispositions will be completed by the teacher candidate prior to the e-folio review.

- Instructors in the TDC Program may complete the dispositions rubric (which is located on the TDC Instructor website) when a teacher candidate is performing below or above a rating of a 3 and then submit a copy to the TDC program Coordinator. This allows the instructor to **acknowledge area(s) where the teacher candidate excels in specific disposition(s) as well as area(s) where the teacher candidate's disposition(s) need(s) improvement.** It is the instructor's responsibility to inform the teacher candidate that they are submitting the dispositions rubric to the TDC Program Coordinator and the reason(s) for the submission.
- The TDC Program Coordinator will follow up with other instructors and district supervisors on any dispositions rated below a 3 to determine if the pattern of low performance exists or if this is an isolated rating on the teacher candidate. If it is an isolated rating, the TDC Program Coordinator will meet with the teacher candidate to discuss program expectations regarding the dispositions. If a pattern of low performance exists, the TDC Program Coordinator will meet with a teacher candidate and the school district supervisor and will develop a plan of improvement using the **CESA 7 TDC Plan of Improvement Form.** The teacher candidate, school district supervisor and TDC Program Coordinator will sign and receive a copy of the **CESA 7 TDC Plan of Improvement.**
- The teacher candidate and school district supervisor will be informed of the following TDC Program expectations related to dispositions: All teacher candidates must be performing at a 3 or higher on observed dispositions by TDC Program Completion. Teacher candidates must complete their TDC Alternative Licensure Program within the 3 year limit of the emergency teacher license/permit. If a candidate does not meet this disposition standard within the 3 year limit, he/she will be dismissed from the program and will not receive endorsement for the initial educator license from CESA 7.
- The TDC Program Coordinator will be responsible for monitoring the overall progress of the CESA 7 TDC Plan of Improvement unless noted otherwise in the plan. In the event, discontinuation from the TDC Program is being pursued the teacher candidate and school district supervisor will be informed and provided a copy of the Retention and Career Counseling Policy and the procedures in the policy will be followed.
- Copies of all records related to CESA 7 Teacher Development Center Dispositions will be kept in the teacher candidate's file located in the TDC Program Coordinator's office. A teacher candidate may want to keep a copy of his/her dispositions records and present this as one of the artifacts in his/her e-folio.

CESA 7 TDC PLAN OF IMPROVEMENT

Name of Teacher Candidate:	Description of Role(s):	Date:
	Supervisor's Name:	School:

My Support Team/Network Co-worker(s)/Mentor:

Specific Areas to Improve: (Think about distinct accomplishments and activities to be achieved.)

Barriers to Overcome: (Describe the barriers that must be eliminated or reduced and how this will be done.)

Goal for Improvement:

Detailed Specific Actions in Sequence (Include regular progress reviews with the support team and/or mentor as a part of the specific actions.) List only as many steps that are needed to reach the goal. If more space is required, please record on the back of the sheet.	Responsible person(s)	Resources	<u>Date/Time*</u>	Changes To Look For
Step 1.				
Step 2.				
Step 3.				
Step 4.				
Step 5.				

Commitment of Support Team/Network/Mentor:	
Comments/response from supervisor/TDC Program Coordinator	Date:
Signature of teacher candidate:	Date:
Signature of supervisor:	Date:
Signature of TDC Program Coordinator:	Date:

* (Establish set day and time for ongoing activities.)