

OKLAHOMA BAPTIST UNIVERSITY

Division of Teacher Education Student Teaching Program Application Instructions

Read and complete ALL of the following instructions before beginning the application process.

IF YOU HAVE NOT BEEN FULLY ADMITTED TO THE TEACHER EDUCATION PROGRAM, CLEAR ANY OUTSTANDING REQUIREMENTS (SEE YOUR ORIGINAL NOTICE OF ADMITTANCE) BEFORE APPLYING TO STUDENT TEACHING

IMMEDIATELY have your Advisor run and discuss your DegreeWorks plan, with you.

Complete the top portion and sign ONE option on the bottom front of each of the **three faculty evaluation forms**. Contact your Advisor to complete the *Educator Disposition Assessment and Rubric*. Ask three other OBU instructors, in person, if they will complete a faculty evaluation form for you. These will be forwarded directly to the Teacher Education office, by the faculty member.

Complete the ST Pre-requisite Form in this packet for submission with your application.

Obtain the signature of the Department Chairman *in your MAJOR* on your application before you turn it in. If you need the mileage limitation policy section signed, follow the directions in that section. **The Director of Teacher Education** will sign it after it is submitted.

Submit you COMPLETED application and ALL paperwork, attached with a paperclip, to the Teacher Education office, SH 208, by 5:00 p.m. on the deadline date, which is Friday of the third full week of classes.

OKLAHOMA BAPTIST UNIVERSITY

Division of Teacher Education

Application for Admittance to the Student Teaching Program

Submit completed application to the Teacher Education Division (SH 208) by the deadline.

Applicant Personal Information: Expected Date of Graduation: _____ mm/yyyy

Full Legal Name: _____
first *middle* *last*

List any other names (nickname/maiden) used: _____

SS#: _____ DOB: _____ mm/dd/yyyy OBU ID#: _____

Class Level: (choose one) Sr. Jr.

Date/Term you were FULLY admitted to the Teacher Education Program: _____ mm/yyyy

Applicant Degree/Certification Information (Choose major field(s) of study you are seeking degree in):

<input type="checkbox"/> Early Childhood P-3rd	<input type="checkbox"/> Health & Physical Education P-12th
<input type="checkbox"/> Elementary Education 1st-8th	<input type="checkbox"/> Special Education P-12th
<input type="checkbox"/> Vocal Music Education P-12th	<input type="checkbox"/> Instrumental Music Education P-12th
<input type="checkbox"/> Secondary Education 6th-12th (choose below)	
<input type="checkbox"/> Math	<input type="checkbox"/> Science
<input type="checkbox"/> English	<input type="checkbox"/> Social Studies
Education Minor with: _____	

How would you describe yourself? (NOTE: This information will only be used for census information)

<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> White
<input type="checkbox"/> Asian	<input type="checkbox"/> Two or more races
<input type="checkbox"/> Black or African American	<input type="checkbox"/> Race/Ethnicity unknown
<input type="checkbox"/> Hispanic/Latino	<input type="checkbox"/> Non-Resident Alien
<input type="checkbox"/> Native Hawaiian or other Pacific Island	

Applicant Contact Information:

OBU Box#: _____	Main Contact Phone#: _____
Local Address: _____	Phone#: _____
City: _____	State: _____ Zip: _____
Permanent Address: _____	Phone#: _____
City: _____	State: _____ Zip: _____

Approval Signature of DEPARTMENT CHAIR in Major _____ Date _____

Applicant Evaluation Information *(give full name of Evaluator in case they need to be contacted):*

Enter the names of your advisor & three faculty to whom you have given Faculty Evaluation Forms:

Advisor: _____

Faculty: _____

Faculty: _____

Faculty: _____

Attachments-attach with a paper clip *(failure to include ALL attachments can result in incomplete application):*

Completed ST Pre-requisites Form

ACKNOWLEDGMENTS:

Please read the following statements carefully:

I understand that ~

- 1) Incomplete applications WILL NOT BE CONSIDERED for admittance to the program.
- 2) Meeting or exceeding the selection criteria does not guarantee admittance to the program.
- 3) Periodic background checks are required. Information obtained may cause dismissal from the program.
- 4) Applicants may appeal a decision in writing to the Teacher Education Committee through the Director of Field experience or request their advisor make appeal to the committee on their behalf.
- 5) I have read the 50 Mile limit and Restricted Outside Activities Policies on page 3 of this application.

By signing this application I agree that I have provided true and accurate information and have read and understand the acknowledgments contained above.

I further assert that I believe I have the necessary academic, personal, professional, and social qualities which are required for success in the teaching profession.

Signature of Applicant

Date

Candidate Name: _____

Major: _____

ATTENTION APPLICANT:

Please complete this sheet by recording a letter grade next to completed classes.

Courses listed below are required **BEFORE** the Student Teaching semester.

All Education Majors:

Course #	Course Name
_____ EDUC 2012	Foundations of Education
_____ EDUC 3013	Human Development
_____ SPED 3022	Introduction to Exceptional Child
_____ EDUC 3203	Educational Psychology
_____ EDUC 3502	Principles of Middle School (except ECED/ELED/VCED/INED)
_____ EDUC 3702	Classroom Management PK-12 (except INED/VCED)

Specific to each major add to courses above:

Early Childhood PK-3 (ECED), Elementary K-8 (ELED), Special Education K-12 (SPED)

Early Childhood & Elementary (ERED), Special Ed & Early Childhood (SHED), Special Ed. & Elementary (SLED)

_____ ECED 3092	Introduction to Early Childhood Education (Except SPED only)
_____ ELED 4143	Reading Methods PK-3
_____ ELED 4113	Reading Methods 4-8
_____ ECED 4213	Math Methods PK-3
_____ ELED 4223	Math Methods 4-8

English (ENED), Math (MEDU), Science (SCED), Social Studies (SSED) Secondary 6-12

_____ EDUC 3983	Special Methods of Teaching Secondary
_____ EDUC 3601	Models of Classroom Discipline

Health & Physical Education K-12 (HPED)

_____ EDUC 4223	Methods of Teaching Health & Physical Education K-12
_____ EDUC 4301	Clinical Practicum in Health and Physical Education Methods K-12
_____ ELED 3503	Health & Physical Education for Children

Vocal Music K-12 (VCED)

_____ MUED 2012	Introduction to Music Education
_____ MUED 3052	General Music Methods for Grades 6-12
_____ MUED/EDUC 4053	Elementary Vocal Methods
_____ MUED/EDUC 4063	Secondary Vocal Methods.

Student Teaching Experience Assignment Policies

Mileage Limitation

In keeping with the policy instituted by the Teacher Education Committee, student teaching assignments will be made within 50 miles of the Oklahoma Baptist University Campus in Shawnee, OK. This is made in consideration of faculty travel time and availability.

Deviation from Policy Consent

Any deviation from the 50 Mileage Limitation Policy must be formally approved by the Director of Field Experience and/or the Teacher Education Committee. The following clarification of this policy has been formally adopted by the Teacher Education Committee.

- 1 Requests for deviation from the policy must follow these guidelines:
 - a. The detailed request for special placement must be made, in writing, to the Director of Field Experience.
 - b. The Director of Field Experience will review the request and possibly interview the student teacher.
 - c. The request, along with the Director of Field Experience's recommendation to approve or deny, will be presented to the Chairman of Teacher Education who shall approve recommendation or present it to the Teacher Education Committee for consideration.
- 2 If approval is given for a request for an assignment beyond 50 miles:
 - a. If in-state, and the faculty member is willing to travel, the candidate must pay for all additional mileage at the current OBU rate.
 - b. If out-of-state, the candidate must provide the name and contact information for a CAEP accredited institution willing to supervise the candidate's teaching experience.
 - c. The name of the faculty member designated by an out-of-state institution and their plan of supervision must be sent, in writing, to the Director of Field Experience.
- 3 All costs incurred in making special arrangements and/or travel expenses beyond 50 miles of Shawnee, OK must be paid by the student teacher before credit hours will be granted for the student teaching experience.
- 4 If the request for deviation from the policy is denied by the Director of Field Experience and/or the Teacher Education Committee, the student teacher may submit additional explanation, in writing, or appear in person before the Teacher Education Committee to appeal that decision.

Restricted Outside Activities Policy

In our agreement with cooperating schools regarding the student teaching experience, the University has agreed that candidates will be available for full time participation in the total student teaching experience. This experience could include activities related to planning, events with the students, parent/teacher conferences, or faculty meetings, etc. Therefore, candidates are restricted from any personal or University activities such as athletics, clubs, organizations or employment (including after school and evening activities that would interfere with the student teaching experience and place the University in violation of our agreement with the cooperating school).

Any deviation from the Restricted Outside Activities Policy must be formally approved by the Director of Field Experience. Make an appointment with the Director to discuss the need for exception and obtain permission on this section ONLY if a deviation of the policy is approved.

Attach this form to written request for deviation in mileage limitation policy.

Approval Signature of **DIRECTOR OF TEACHER EDUCATION**

DATE

Oklahoma Baptist University
Division of Teacher Education
Faculty Evaluation Form
~STUDENT TEACHING~

All applicants MUST fill out the top of this form completely and sign only one "option" at the bottom. Contact three OBU instructors, in person, to ask if they will complete an evaluation form for you. These will be forwarded directly to the Teacher Education office by the faculty member. (If you are a transfer student, you are permitted to use one or more of your instructors from universities prior to OBU, if necessary - you must provide their mailing addresses when listing them on your application.)

Student _____ Major _____
ID _____ Phone _____ Classification _____

Faculty General Directions:

The above student has made application for admission to student teaching.

On the back of this sheet is a checklist of qualities related to teaching competency. The applicant is requesting your assessment of his/her competency for teaching. This form will be kept on file in the Division of Teacher Education, but EVALUATORS NEED TO BE AWARE of the fact that the Family Rights and Privacy Act of 1974 permits students to see any document in their personal files unless they waive that right, as indicated below.

From the choices listed on the back page, check the descriptions that best indicate your assessment of the qualities of this student. Please indicate your personal recommendation by placing an (X) in the correct box. Please complete the evaluation as candidly as you can, and return the completed report to the Education Office, Box 61771, as soon as possible. Contact the Teacher Education Office (585-4250) if you need clarification of any part of this form and how it will be used.

EVALUATORS, please DO NOT fill this form out if the student has not signed one of the "options" below.

I wish to waive my right of access to confidential written assessments of me by faculty members whose names appear in the application for admission to the student teaching program.

_____ Date _____
Student Signature

- or -

I D O N O T wish to waive my right of access to confidential written assessments of me by faculty members whose names appear in the application for admission to the student teaching program.

_____ Date _____
Student Signature

EVALUATION GUIDELINES	Exceeds Expectations 4	Meets Expectations 3	Developing 2	Poor 1	Not Observed --
Oral Communication: Models Standard English, Varied, Distinct, Forceful					
Written Communication: Accuracy, Clarity, Vocabulary, Spelling, Penmanship					
Professionalism: Sense of Responsibility, Integrity, Punctual, Dependable, Appearance					
Attitude: Cooperative, Attentive, Responsible, Concern for People/Subject Matter					
Preparation: Original, Resourceful, Skillful, Confident, Ability to Adjust					
Cultural and Academic Diversity: Awareness of those with different values and experiences					
Collaboration: Disagrees respectfully, respectful, flexible					
Initiative: Proactive, studious, responsible					
Stability: Leadership , Perseverance, Maturity					
Scholarship: Broad, Detailed, Technical, Cultural					
PROBABILITY OF TEACHING SUCCESS					
RECOMMENDATION					
<input type="checkbox"/>	The candidate is recommended for Admission to Student Teaching.				
<input type="checkbox"/>	The candidate is recommended for Admission to Student Teaching, but with <i>reservations</i> . See comments below.				
<input type="checkbox"/>	The candidate is NOT recommended for Admission to Student Teaching. See comments below.				

EVALUATOR COMMENTS (Optional):

EVALUATOR (Instructor)DEPARTMENTDate

Please return this Evaluation Form to the Division of Teacher Education, Box 61771 ASAP!

STUDENT TEACHING EXPERIENCE ASSIGNMENT PREFERENCES

While the Director of Field Experience will take placement preferences into consideration, final student teaching assignments are made at the discretion of the Director. Several important factors will determine the placement of student teachers. Availability of cooperating schools/teachers, distance from the OBU campus (see *50 Mile Limit Policy* in this application), and personal relationships of student teacher with cooperating school employees and students. Please provide the information below to assist the Director in placing you in a student teaching experience with maximum potential for your education and growth.

Student Teacher Personal Information

Name: _____
first *middle* *last*

Best method to contact you: _____

Semester you plan to student teach: Fall Spring Year _____

Placement Preference Information (list choices in order of preference):

Locations

Grade Level/Subject:

1st Choice _____

2nd Choice _____

List any schools you have attended:

Elementary Schools

Location City/State

Date Attended

_____	_____	_____
_____	_____	_____
_____	_____	_____

Middle Schools

_____	_____	_____
_____	_____	_____
_____	_____	_____

High Schools

_____	_____	_____
_____	_____	_____
_____	_____	_____

Candidates will not be allowed to student teach where you have attended school nor where a family member is employed or affiliated with the school.

Educator Disposition Assessment

Student Teaching

CAEP 3.3

Name: _____

Date: _____

Evaluator: _____

Directions: Please use the following numbers to rate the individual on each aspect of disposition based on the following scale by checking the corresponding number in the cell.

1= Poor: minimal evidence of understanding and commitment to the disposition.

2= Developing: some evidence of understanding and commitment to the disposition.

3= Meets Expectation: considerable evidence of understanding and commitment to the disposition.

4= Exceeds Expectation: complete evidence of understanding and commitment to the disposition.

Please check any behaviors listed under each aspect of disposition that needs to be addressed if ratings are at the 1 or 2 level. The listed indicators provide reviewers with an operational definition of each dispositional component.

1 Demonstrates effective oral communication skills	Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC:3 (r)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models standard English	Comments regarding strengths/areas for growth			
Varies oral communication to motivate students				
Make appropriate comments in the classroom				
Communicates at an appropriate level				

2 Demonstrates effective written communication skills	Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: 10 (c)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates respectfully with all stakeholders	Comments regarding strengths/areas for growth			
Demonstrates appropriate spelling and grammar				
Focus all written communications positively and professionally				
Writes with clear legible penmanship				

3 Demonstrates Professionalism		Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: 9 (o)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Responds to emails promptly	Comments regarding strengths/areas for growth			
<input type="checkbox"/>	Exhibits punctuality and attendance				
<input type="checkbox"/>	Maintains professional boundaries				
<input type="checkbox"/>	Keeps personal life at home				
<input type="checkbox"/>	Works cooperatively with all stakeholders				
<input type="checkbox"/>	Turns in work promptly				
<input type="checkbox"/>	Avoids inappropriate conversation in and out of the classroom				
<input type="checkbox"/>	Respects and adheres to the ethical standards of practice				
<input type="checkbox"/>	Dresses appropriately for professional events				

4 Demonstrates a positive and enthusiastic attitude		Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: (P,S,T)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Goes above and beyond requirements	Comments regarding strengths/areas for growth			
<input type="checkbox"/>	Demonstrates an appropriately positive affect with students				
<input type="checkbox"/>	Seeks solutions to problems instead of complaining				
<input type="checkbox"/>	Encourages classmates and 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		Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: 3 (p)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Accepts constructive feedback	Comments regarding strengths/areas for growth			
<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				

6 Exhibits an appreciation of and value for cultural and academic diversity		Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Demonstrates awareness of traditional and non-traditional family contexts including family status	Comments regarding strengths/areas for growth			
	Embraces all diversities/differences to include racial, SES, and learning style				
	Understands the need for a "safe classroom" with zero tolerance of negativity to others				
	Plans activities to raise student awareness and acceptance of difference				
	Understands the importance of a positive school experience				

7 Collaborates effectively with stakeholders.		Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: 1(k), 3(n), 3(q), 7(o)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Disagrees respectfully	Comments regarding strengths/areas for growth			
	Possesses social awareness				
	Uses flexibility				
	Listens to what stakeholders are saying as evidenced by response				
	Maintains a respectful tone at all times				
	Shares successful teaching strategies				
	Exhibits a sense of equality				

8 Demonstrates self-regulated learner behaviors/take initiative		Poor	Developing	Meets Expectations	Exceeds Expectations
InTASC: 9(l), 9(n), 10 (r), 10(t)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Recognizes own weaknesses and asks for support	Comments regarding strengths/areas for growth			
	Asks questions proactively and is self-directed				
	Researches and implements different and most effective teaching styles				

EDUCATOR DISPOSITION ASSESSMENT RUBRIC

DISPOSITION INDICATORS	1= POOR	2= DEVELOPING	3=MEETS EXPECTATIONS	4=EXCEEDS EXPECTATIONS
<p>1. Demonstrates effective oral communications</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> *Models standard English. *Varies oral communication to motivate students. *Makes appropriate comments in the classroom. *Communicates at an appropriate level. 	<ul style="list-style-type: none"> *Verbal interactions have multiple mistakes in grammar, poor diction and/or inappropriate language for the age and skill level of student *Pacing of verbal communication is consistently either too fast or too slow. *Uses little variation in tone and inflection; shows minimal or no enthusiasm. *All communication is verbal, no other forms of communication used. *Use of crutch/filler words impede communication & delivery. 	<ul style="list-style-type: none"> *Verbal instructions have mistakes in grammar and diction. *Language level often inappropriate for age and skill level of students. *Pacing is inconsistent in design/delivery for students. *Enthusiasm varies with topic. *Shows minimal non-verbal communication. *Crutch/filler words hinder communication and delivery. 	<ul style="list-style-type: none"> *Verbal instructions have an occasional mistake in grammar, or inappropriate or regional colloquialism. *Pacing of communication is acceptable. *Uses tone & inflection through lesson; shows enthusiasm most of the time. *Verbal & non-verbal communication is used throughout lesson. *Uses crutch/filler words only on occasion. 	<ul style="list-style-type: none"> *Uses proper grammar and diction. *Pacing of communication is age-appropriate. *Uses multiple forms of communication throughout the lesson. *Enthusiastic in projection and tone. *Avoids crutch/filler words and slang. *Makes good use of voice, body language & expression for presentation.
<p>2. Demonstrates effective written communication skills</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> *Communicates respectfully with all stakeholders. *Demonstrates appropriate spelling & grammar. *Focuses all written communications positively & professionally. *Writes with clear, legible penmanship. 	<ul style="list-style-type: none"> *Written communication is lacking in spelling, grammar, & readability. *Shows little or no respect for the reader in composition of the materials. *Written communication lacks professionalism & positivity. 	<ul style="list-style-type: none"> *Written communication demonstrates awkward grammar &/or readability. *Fails to check spelling consistently. *Inconsistently demonstrates respect & professionalism in written communication. *Attempts to insert positive comments in communication. 	<ul style="list-style-type: none"> *Written communications have occasional spelling or grammatical errors. *Communication is readable in presentation & form. *Shows respect for reader in most written communications. *Is positive & professional in written communications with others. 	<ul style="list-style-type: none"> *Written communication consistently uses correct spelling & grammar. *Written communication is consistently easy to read in its presentation & form. Is respectful of the reader in all situations. *Utilizes upbeat, positive & professional approach to communications with all.
<p>3. Demonstrates professionalism</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> *Responds to emails promptly. *Exhibits punctuality & attendance. 	<ul style="list-style-type: none"> Often late &/or exceeds allowable absences. *Fails to maintain confidentiality regarding colleagues, students, or families. *Has inappropriate contact with students or colleagues outside the classroom. 	<ul style="list-style-type: none"> Often late &/or exceeds allowable absences, but shows effort to correct when addressed. *Often fails to maintain confidentiality regarding colleagues, students or families. *Shows attempts at dressing 	<ul style="list-style-type: none"> Consistent in attendance & arrives on time. *Maintains confidentiality regarding colleagues, students, & families. *Is appropriate in relation to students & colleagues. *Dresses appropriately for 	<ul style="list-style-type: none"> On time & most often early to arrive; does not miss unless necessary. *Maintains complete confidentiality regarding colleagues, students & families. *Maintains professional boundaries completely.

EDUCATOR DISPOSITION ASSESSMENT RUBRIC

<ul style="list-style-type: none"> *Maintains professional boundaries. *Keeps personal life at home. *Works cooperatively with all stakeholders. *Turns in work promptly. *Avoids inappropriate conversations in and out of the classroom. *Respects & adheres to the ethical standards of practice . *Dresses appropriately for professional events. 	<ul style="list-style-type: none"> *Dresses inappropriately for school setting, in violation of school &/or university dress code. *Lacks in promptness for work related lesson planning, emails, administrative requests. 	<p>appropriately after concerns are addressed.</p> <ul style="list-style-type: none"> *Shows beginning efforts to be timely in written responses of all types. 	<p>school, aware of rules & regulations.</p> <ul style="list-style-type: none"> *Work related materials (emails, lesson plans, administrative paper work) submitted on time. 	<ul style="list-style-type: none"> *Dresses appropriately for school, often exceeding the rules & expectations. *Work related materials submitted early/on time.
<p>4. Demonstrates a positive and enthusiastic attitude.</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> *Demonstrates an appropriately positive affect with students. *Seeks solutions to problems instead of complaining. *Encourages classmates & students. *Tries new things when suggested. *Engages openly & actively with students. 	<ul style="list-style-type: none"> *Is unaware or oblivious to expectations of class or school. *Is unenthusiastic & negative in dealing with students (signs of boredom, excessive time on phone or email, lack of student engagement). *Complains constantly & does not take responsibility. *Is not open to trying new ideas. 	<ul style="list-style-type: none"> *Beginning attempts to be involved in activities. *Is unenthusiastic in dealing with students, but attempts correction when suggestions are given. *Complains often but attempts to see reasons & adjust. *Rarely attempts new ideas. 	<ul style="list-style-type: none"> *Demonstrates involvement without request. *Is enthusiastic & encouraging in dealings with students *Demonstrates positivity & does not complain about problems that develop. *Willing to try new strategies, ideas, & problem solving designs. 	<ul style="list-style-type: none"> *Encourages others to become involved. *Cultivates an atmosphere of enthusiasm among classmates & students. *Seeks solutions to problems within the classroom. *Creates and implements innovative strategies & ideas.
<p>5. Demonstrates preparedness in teaching and learning.</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> *Accepts constructive feedback. *Learns and adjusts from experience and reflection. *Comes to class prepared and with needed materials. *Alters lessons in progress when 	<ul style="list-style-type: none"> *Demonstrates defensiveness when confronted with constructive criticism. *Unwilling or unable to learn from educational classroom experiences or reflections and adjust accordingly. *Unwilling or unable to adjust as needed to lesson design during or after presentation. *Comes to class unprepared &/or without materials. 	<ul style="list-style-type: none"> *Acknowledges need for improvement based on feedback, but lacks ability or willingness to implement changes. *Recognizes the need for adjustment in classroom awareness & reflection, but unsure of how or unwilling to change. *Inconsistently comes to class prepared with content &/ or 	<ul style="list-style-type: none"> *Acknowledges feedback and strives to correct concerns. *Learns & adjusts teaching based on classroom experiences or reflections.. *Comes to class prepared with content and/or necessary materials. *Demonstrates ability and willingness to alter lessons in progress. 	<ul style="list-style-type: none"> *Seeks feedback for professional growth. *Based on prior experiences, student/candidate anticipates concerns or potential difficulties and prepares appropriately. *Comes to class prepared with multiple strategies and/or plans.

EDUCATOR DISPOSITION ASSESSMENT RUBRIC

needed.		necessary materials.		
<p>6. Exhibits an appreciation of and value for cultural and academic diversity.</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> *Demonstrates awareness of traditional and non-traditional contexts including family status. *Embraces all diversities/ differences to include racial, SES and learning styles. *Understand the need for a “safe classroom” with zero tolerance of negativity to others. *Plans activities to raise student awareness and acceptance of difference., *Understand the importance of a positive school experience. 	<ul style="list-style-type: none"> *Does not plan for adaptations based on individual differences within the student population. *Fails to account for student exceptionalities or differences within the class based on factors such as gender, class ethnicity, race, physical or mental disability or socio-economic status. *Fails to collaborate with IEP team on planning & implementing lessons that meet the needs of students with disabilities. *Fails to provide for a “safe classroom” by allowing negativity toward differences, not planning to aid in student awareness & acceptance of differences. *Fails to promote a positive school experience for all participants. 	<ul style="list-style-type: none"> *Recognizes the need for adaptations based on individual differences within the student population but unwilling or unable to implement. *Attempts to account for student exceptionalities or differences within the class based on factors such as gender, class ethnicity, race, physical or mental disability or socio-economic status. *Works with IEP team to plan and implement lessons that meet the needs of students with disabilities, but unwilling or unable to implement. *Recognizes the negativity toward differences but fails to raise student awareness of acceptance of student who display differences. *Makes effort to promote positive school experiences for all. 	<ul style="list-style-type: none"> *Plans for and implements adaptations based on individual differences within the student population. *Accounts for student exceptionalities or differences within the class based on factors such as gender, class ethnicity, race, physical or mental disability or socio-economic status. *Collaborates with IEP team to plan and implement lessons that meet the needs of students with disabilities. *Provides a “safe classroom” through an understanding and implementation of tolerance & acceptance for all students. *Promotes a positive school experience for all participants. 	<ul style="list-style-type: none"> *Plans routinely reflect sophisticated adaptations for individual differences with a sound rationale and reflection. *Accounts for exceptionalities among students or accommodations for the diversity found within the student populations using creativity, foresight, and current research. *Collaborates with IEP team and initiates plans to implement lessons that meet the needs of students with disabilities. *Classroom is positive, energetic, and reflective of the needs of all students, allowing students to feel safe in their learning & sharing. *Behaviors clearly show that components such as selection of instructional units, materials selected for display, selection of students to demonstrate and methods of grouping students that exceptionalities & diversity found within the student population have driven instructional decision-making.
<p>7. Collaborates effectively with stakeholders.</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> *Disagrees respectfully. 	<ul style="list-style-type: none"> *Exhibits behaviors that are indicative of gender or racial bias. *Interacts with others in an unprofessional manner, often resorting to slang, disrespectful tone, or superiority. *disrespectful to administration, 	<ul style="list-style-type: none"> *Recognizes and works to correct behaviors that are indicative of gender or racial bias. *Recognizes and attempts to correct unprofessional mannerisms in language, tone 	<ul style="list-style-type: none"> *Uses culturally responsive approaches, demonstrating respect for cultural differences. *Displays professional mannerisms in language choice, tone & position. 	<ul style="list-style-type: none"> *Uses culturally responsive approaches demonstrating a deep understanding in respecting cultural differences for all. *Demonstrates exemplary professional delivery in

EDUCATOR DISPOSITION ASSESSMENT RUBRIC

<ul style="list-style-type: none"> *Possesses social awareness. *Uses flexibility. *Listens to what stakeholders are saying evidenced by response. *Maintains a respectful tone at all times. *Shares successful teaching strategies. *Exhibits a sense of equality. 	<ul style="list-style-type: none"> colleagues, and /or students when in disagreement. *Fails to recognize need for flexibility in instruction or space usage. *Fails to listen to stakeholders and respond politely. *Unwilling to share successful teaching strategies, due to self-centered approach. 	<ul style="list-style-type: none"> and position with others. *Makes effort to disagree in an acceptable/professional manner. *Recognizes and works to accept the need for flexibility in teaching and space usage. *Listens to stakeholders but is unwilling or unable to respond. *Shares successful teaching strategies when prompted. 	<ul style="list-style-type: none"> *Displays ability to disagree respectfully & professionally. *Displays flexibility with instructional decisions & awareness of spacial usage. *Listens to stakeholders & responds politely & professionally. *Displays willingness to share successful strategies with colleagues & others freely. 	<ul style="list-style-type: none"> language, tone & equality, and initiates reciprocal behavior in others. *Uses professional approach, tone and delivery when disagreeing with stakeholders. *Demonstrates willingness & understanding in recognizing need for flexibility in all areas of teaching. *Collaborates with stakeholders and demonstrates a respectful tone at all times. *Enthusiastically shares successful teaching strategies with colleagues or other interested parties
<p>8. Demonstrates self-regulated learner behaviors/takes initiative.</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> *Recognizes own weaknesses and asks for support. *Asks questions proactively and is self-directed. *Researches and implements different & most effective teaching styles. *Takes responsibility for knowing students and/or colleagues. 	<ul style="list-style-type: none"> *Unable to recognize own weaknesses or ask for assistance in correction. *Displays an inflated sense of confidence to colleagues and administrators. *Fails to accept responsibility for knowing students & their individual learning needs. *Fails to take initiative to become a better teacher, via researching effective teaching styles, engaging in professional growth & development and communicating with colleagues/administrators. 	<ul style="list-style-type: none"> *Addresses weakness when advised by others, yet refuses to seek help. *Willingness to change with direction from others. *Attempts to know students and their individual learning needs. *Attempts to find methods of change by researching effective teaching styles or engaging in professional growth & development. 	<ul style="list-style-type: none"> *Recognizes own weaknesses and seeks assistance for improvement. *Attitude is one of positive growth, seeking to become a lifelong learner., *Displays responsibility for knowing students, their individual learning needs and strives to create positive learning experiences. *Seeks professional growth by researching effective teaching styles, engaging in professional growth and development, and communicating with colleagues/administrators. 	<ul style="list-style-type: none"> *Displays few weaknesses but quickly responds by adjusting behavior, planning & delivery of instruction. *Demonstrates mature and professional mindset toward self-improvement and lifelong learning. *Embraces responsibility for knowing and engaging students in their individual learning needs, and strives to create positive learning experiences. *Demonstrates exemplary initiative to becoming a better teacher by researching effective teaching styles, engaging in professional growth & development and communicating with colleagues/administrators.

EDUCATOR DISPOSITION ASSESSMENT RUBRIC

<p>9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability.</p> <p><u>Components:</u></p> <ul style="list-style-type: none"> *Demonstrates appropriate maturity, calmness and self-regulation when discussing sensitive issues. *Demonstrates the ability to identify and communicate personal strengths and weaknesses. *Does not overreact to criticism or challenging situations. *Demonstrates sensitivity to feelings of others. 	<ul style="list-style-type: none"> *Displays immature and unprofessional actions when dealing with sensitive issues. *Overreacts to criticism and suggestions; quick tempered; blames others. *Fails to demonstrate perseverance and resilience necessary for success. *Fails to demonstrate a sensitivity to the feelings of others. *Unable to acknowledge personal strengths & weaknesses effectively. 	<ul style="list-style-type: none"> *Shows beginning efforts of handling sensitive issues appropriately and with maturity. *Attempts to control overreactions to criticism and suggestions. *Shows effort in development of perseverance and resilience in challenging situations. *Signs of growth toward development of sensitivity to the feeling others. *Acknowledges strengths and weaknesses, but unable to communicate issues or uses them as excuses. 	<ul style="list-style-type: none"> *Demonstrates appropriate maturity and self-regulation when discussing sensitive issues. *Demonstrates calmness and professionalism when hearing criticism and suggestions. *Demonstrates perseverance and resilience necessary for success. *Displays sensitivity to the feelings of others. *Shows ability to communicate strengths & weaknesses effectively, using them to move toward professional growth. 	<ul style="list-style-type: none"> *Displays advanced maturity and self-control when discussing sensitive issues. *Demonstrates advanced maturity by seeking guidance and suggestions for personal and professional growth. *Displays a driven resilience and perseverance to become an excellent educator. *Recognizes the need and demonstrates mature communication skills with superiors regarding personal issues that may affect teaching performance.
---	--	--	--	--

POOR= Less than 21	DEVELOPING=22-26	MEETS EXPECTATION=27-31	EXCEEDS EXPECTATIONS=32-36
--------------------	------------------	-------------------------	----------------------------