

## WIU Teacher Education Professional Disposition



Student Name \_\_\_\_\_ WIU ID \_\_\_\_\_

Evaluation Date: \_\_\_\_\_

Evaluator (Faculty Member or Cooperating Teacher): \_\_\_\_\_

Course # \_\_\_\_\_

### Instructions:

This instrument is to be used by faculty and cooperating teachers who observe teacher education students' dispositional behavior while progressing through the Western Illinois University Teacher Education Program (TEP). The WIU Teacher Education Program recognizes that students continually develop skills and confidence associated with each disposition, so the evaluation should be based on expectations at different phases of the program. The disposition assessment is programmed to be completed during EDS 202 (EDS 401G for MAT students), one program specific methods course, major field courses, and student teaching. However, since the disposition assessment is meant to be a formative and summative tool to monitor students' progress through the TEP, all faculty members, cooperating teachers, and supervisors who prepare students for an Illinois Professional Educator License (PEL) may complete a disposition assessment if they believe one is warranted. By week twelve of the semester (week eight for a ten week course) instructors and cooperating teachers should complete disposition assessments for students who are struggling to meet program expectations. Instructors are expected to meet with students who fail to meet program expectations to discuss the student's rating. At the end of the semester, instructors are expected to complete evaluations in WEPPAS for all of the students in their class. By the time WIU students complete student teaching, they are expected to receive a "Meets Expectations" rating on each disposition. **Please evaluate candidates using the following criteria. Select the rating most appropriate for each disposition.**

**Note:** Faculty or Cooperating Teachers who rate a student with a "Fails to Meet Expectations" on any disposition **MUST** include a written explanation in the Evaluator Comments.

Teacher Education students may be required to meet with their program coordinator, department chair, and/or field supervisor the first time they receive a rating of "Fails to Meet Expectations" on any of the dispositions if warranted based upon the faculty members comments or other communications. The student may submit a statement to the program coordinator/department chair about the "Fails to Meet Expectations" rating after the initial meeting.

Teacher Education students who receive a disposition rating of "Fails to Meet Expectations" on a subsequent disposition assessment will be required to meet with their program coordinator, department chair, and/or field supervisor to determine if remedial actions are necessary or whether dismissal from WIU's Teacher Education Program is warranted. A student may appeal to the Teacher Education Selection, Retention, and Appeals Committee (SRA), if the program coordinator, department chair, and/or field supervisor recommend dismissal from the teacher education program.

Teacher Education students who receive a disposition rating of “Fails to Meet Expectations” during student teaching will need to meet with the Coordinator for Teacher Education Field and Clinical Experiences, program area coordinator/department chair, and the Assistant Dean for Educator Preparation. The student may submit a statement about the “Fails to Meet Expectations.”

Disposition	No Evidence to Support a Rating	Fails to Meet Program Expectations 1	Meets Program Expectations 2	Exceeds Program Expectations 3
<p><b>Disposition 1 Collaboration:</b> Collaboration is valued in education. Effective collaboration means working with other members of a group (students, peers, cooperating teachers or parents) exchanging ideas, sharing experiences and learning processes, and building communities. Group members work together toward common goals. Collaboration is valued inside and outside the classroom as a way to create strong communities (Danielson 6; IPTS 8).</p>	<input type="checkbox"/>	<input type="checkbox"/> Does not exchange ideas or share experiences with others to work towards a common goal.	<input type="checkbox"/> Demonstrates a commitment and value to working with others and shares information to achieve common goals.	<input type="checkbox"/> Initiates engagement with others to achieve common goals. Facilitates collaboration and group participation to achieve common goals.
<p><b>Evaluator Comments:</b></p>				
<p><b>Disposition 2 Commitment to Learning:</b> Commitment to learning is essential to the development of exemplary educators. Valuing research, learning in all areas of instruction, problem solving, self-reflection, and personal growth creates exemplary students and educators. Through participating in learning of best practices, and actively engaging in new ideas and knowledge building, individuals show a commitment to learning in and beyond the classroom (Danielson 5 and 6; IPTS 9).</p>	<input type="checkbox"/>	<input type="checkbox"/> Does not demonstrate a commitment to learning through, self-reflection, personal growth, or professional growth.	<input type="checkbox"/> Demonstrates a commitment to learning and active engagement in education through self-reflection, problem solving, learning to use best practices, and knowledge building.	<input type="checkbox"/> Demonstrates an ongoing commitment to learning by valuing research and active engagement in education through self-reflection, problem solving, learning to use best practices, and knowledge building.
<p><b>Evaluator Comments:</b></p>				

Disposition	No Evidence to Support a Rating	Fails to Meet Program Expectations 1	Meets Program Expectations 2	Exceeds Program Expectations 3
<p><b>Disposition 3 Valuing Diversity and Equity:</b> Valuing the diversity and uniqueness of all groups and using responsive non-discriminatory practices are essential in education. Individuals implement a variety of practices and strategies that meet the needs of all learners in and outside the classroom. They develop knowledge about ways in which groups and individuals are culturally, historically, economically, and socially shaped. They provide examples of the belief that all students can learn. They show respect in both words and actions for diverse groups, including students, peers, instructors, or advisors (Danielson 5; ITPS 1 and 3).</p>	<input type="checkbox"/>	<input type="checkbox"/> Does not implement practices that value diversity.	<input type="checkbox"/> Displays responsive practices and implements strategies that meet the needs of all learners. Shows respect in both words and actions for diverse groups, including students, peers, instructors, and advisors.	<input type="checkbox"/> Displays responsive practices and implements strategies that meet the needs of all learners. Shows respect in both words and actions for diverse groups, including students, peers, instructors, and advisors. Develops knowledge about ways in which groups and individuals are culturally, historically, economically, and socially shaped.
<p><b>Evaluator Comments:</b></p>				
<p><b>Disposition 4 Responsibility:</b> Responsibility is vital for learners and educators. Responsible individuals are prepared, act independently, demonstrate accountability, reliability, and sound judgment. They prioritize health and safety to minimize absences and illness. They accurately report information and take initiative in learning, professional, and personal environments (i.e. online presence). They are engaged, on-task, and responsible in all educational and professional environments. They make ethical decisions, are reflective in all learning experiences and situations, and are responsible for their behaviors and choices. They demonstrate respect for others, including peers, students, instructors, parents, and supervisors (Danielson 6; ITPS 9).</p>	<input type="checkbox"/>	<input type="checkbox"/> Does not demonstrate accountability, reliability, responsibility, respect, honesty, integrity, or ethical decision-making. Does not prioritize health and safety to minimize absences.	<input type="checkbox"/> Demonstrates accountability, reliability, responsibility, respect, honesty, integrity, and ethical decision-making. Prioritizes health and safety to minimize absences.	<input type="checkbox"/> Demonstrates accountability, reliability, responsibility respect, honesty, integrity, ethical decision-making, and reflective practice in educational and professional environments. Prioritizes health and safety to minimize absences.
<p><b>Evaluator Comments:</b></p>				