

EDA: Educator Disposition Assessment (Jan 2018)

by COE Administrator

Assessment

Educator Disposition Assessment

	Needs Improvement (1.000 pt)	Developing (2.000 pts)	Meets Expectations (3.000 pts)
1. Demonstrates Effective Oral Communication Skills (1.000, 11.1%) INTASC-2013.2.m	<input type="checkbox"/> Does not consistently model Standard English as evidenced by making major errors <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Models Standard English and makes common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Models Standard English with a high level of competence as evidenced by no errors <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary
2. Demonstrates Effective Written Communication Skills (1.000, 11.1%) INTASC-2013.3.g	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates common errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses <input type="checkbox"/> Demonstrates precise spelling and grammar
3. Demonstrates professionalisr (1.000, 11.1%) INTASC-2013.10.t INTASC-2013.3.g INTASC-2013.3.p INTASC-2013.9.o	<input type="checkbox"/> Does not respond to communications and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses major boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Delayed response to communications and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses minor boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	<input type="checkbox"/> Responds promptly to communications and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps inappropriate personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes
4. Demonstrates a positive and enthusiastic attitude	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears	<input type="checkbox"/> Seeks solutions to problems with prompting	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining

<p>(1.000, 11.1%) INTASC-2013.10.r INTASC-2013.10.t INTASC-2013.3.n</p>	<p>offended when suggestions are made to try new ideas/activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions 	<ul style="list-style-type: none"> <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect 	<ul style="list-style-type: none"> <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues
<p>5. Demonstrates preparedness in teaching and learning (1.000, 11.1%) INTASC-2013.10.t INTASC-2013.2.m INTASC-2013.3.p</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust 	<ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits
<p>6. Exhibits an appreciation of and value for cultural and academic diversity (1.000, 11.1%) INTASC-2013.2.m INTASC-2013.2.o INTASC-2013.3.n INTASC-2013.7.o</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates inequitable embracement of all diversities <input type="checkbox"/> Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students 	<ul style="list-style-type: none"> <input type="checkbox"/> Goes through the expected and superficial motions to embrace all diversities <input type="checkbox"/> Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task 	<ul style="list-style-type: none"> <input type="checkbox"/> Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence <input type="checkbox"/> Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors
<p>7. Collaborates effectively with stakeholders (1.000, 11.1%) INTASC-2013.10.g INTASC-2013.3.n INTASC-2013.3.o INTASC-2013.3.p INTASC-2013.7.o</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others <input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some flexibility <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent <input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others <input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration
<p>8. Demonstrates self-regulated learner behaviors/take initiative (1.000, 11.1%)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support <input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective 	<ul style="list-style-type: none"> <input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support

INTASC-2013.9.i INTASC-2013.9.m INTASC-2013.9.n	teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	<input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability (1,000, 11.1%) INTASC-2013.1.k INTASC-2013.2.o INTASC-2013.3.o INTASC-2013.9.m INTASC-2013.9.n	<input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues <input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	<input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues <input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

Standards

- INTASC-2013.1.k** The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.
- INTASC-2013.10.g** The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- INTASC-2013.10.r** The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- INTASC-2013.10.t** The teacher embraces the challenge of continuous improvement and change.
- INTASC-2013.2.m** The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- INTASC-2013.2.n** The teacher makes learners feel valued and helps them learn to value each other.
- INTASC-2013.2.o** The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.
- INTASC-2013.3.g** The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- INTASC-2013.3.n** The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- INTASC-2013.3.o** The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in

establishing a climate of learning.

- INTASC-2013.3.p** The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- INTASC-2013.7.o** The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- INTASC-2013.9.i** The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- INTASC-2013.9.m** The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- INTASC-2013.9.n** The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- INTASC-2013.9.o** The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.