

Evaluator, rate the candidate 0-2 on each disposition below.

Disposition	Associated Indicators		
<b>1. Demonstrates Effective Oral Communication Skills</b>	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
Score: ____/2	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice  <input type="checkbox"/> Does not vary oral communication to motivate youth as evidenced by monotone voice with visible lack of youth participation  <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors  <input type="checkbox"/> Strives to vary oral communication as evidenced of some youth demonstrating a lack of participation  <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment  <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

Disposition	Associated Indicators		
<b>2. Demonstrates Effective Written Communication Skills</b>	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
Score: ____/2	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses  <input type="checkbox"/> Demonstrates <i>major</i> 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 <i>common</i> errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses  <input type="checkbox"/> Demonstrates precise spelling and grammar

Disposition	Associated Indicators		
<b>3. Demonstrates professionalism</b> Danielson: 4f; InTASC: 9(o)	<b>Needs Improvement 0</b>	<b>Developing 1</b>	<b>Meets Expectations 2</b>
Score: ____/2	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments  <input type="checkbox"/> Fails to exhibit punctuality and/or attendance  <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice  <input type="checkbox"/> Divulges inappropriate <i>personal</i> 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 <i>communications</i> and late submission of assignments  <input type="checkbox"/> Not consistently punctual and/or has absences  <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice  <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> 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 <i>communications</i> 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 <i>inappropriate</i> 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

Disposition	Associated Indicators		
<b>4. Demonstrates a positive and enthusiastic attitude</b> Marzano: 29	<b>Needs Improvement</b> <b>0</b>	<b>Developing</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>
Score: ____/2	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Seeks solutions to problems with prompting <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	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with youth as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
<b>5. Demonstrates preparedness in teaching and learning</b> Danielson: 1e, 3e, 4a; InTASC: 3(p)	<b>Needs Improvement</b> <b>0</b>	<b>Developing</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>
Score: ____/2	<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 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	<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 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	<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 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

Disposition	Associated Indicators		
<b>6. Exhibits an appreciation of and value for cultural and academic diversity</b> Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	<b>Needs Improvement</b> <b>0</b>	<b>Developing</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>
Score: ____/2	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe environment</i> as evidenced by ignoring <i>negative</i> behaviors	<input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> <input type="checkbox"/> Strives to build a <i>safe environment</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing task	<input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> <input type="checkbox"/> Creates a <i>safe environment</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<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	<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	<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

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<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 teaching as evidenced by a lack of citations in work	<input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth  <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"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support  <input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
Score: ____/2	<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

**TOTAL COMPOSITE SCORE ACROSS NINE DISPOSITIONS: \_\_\_\_\_/18**

**Considering ALL factors, I recommend that the applicant:** *(choose one)*

\_\_\_\_\_ be admitted to the teaching licensure program

\_\_\_\_\_ be given additional review as I have reservations about recommending them for a teacher licensing program

\_\_\_\_\_ be denied entry in a teacher licensing program

*Comments (encouraged): please feel free to attach additional comments on a separate page*

Name of the applicant for whom the form is evaluating: \_\_\_\_\_

Relation to the Applicant: \_\_\_\_\_

Print name of person completing this form: \_\_\_\_\_

Signature of person completing this form: \_\_\_\_\_ Date: \_\_\_\_\_

**Please email the completed form directly to [Licensure@wou.edu](mailto:Licensure@wou.edu)**