

Educator Disposition Assessment

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Rating Scale						
Demonstration needed =		Growth is required in this area to				
Emerging =		Demonstration needed at times,				
Meeting Standard =		Demonstration is consistently shown.				
Anchor Competency	Indicators	Indicators	Indicators	Indicators	Some EXPECTED behavior examples	Some UNEXPECTED behavior examples
Building Trusting Relationships	Exhibits the intrapersonal and interpersonal skills required to successfully navigate a professional setting	Develops rapport with students, families, clinical site colleagues, WOU peers, WOU partners and mentors, classmates and WOU professors.	Engages in trauma-informed, equitable practices.	Communicates professionally and collaboratively in written and oral form with students, families, and mentors.	<ul style="list-style-type: none"> -professionally written emails with proper spelling and formatting -greet students at the door -creates opportunities to get to know students and families -uses positive reinforcement with students -shows up to clinical site and classes on time -minimal absences except when necessary -makes an effort to form relationships with peers, instructors, and staff at clinical site -handles conflict respectfully -shows empathy -effectively communicates in a timely manner -respectful tone in written and oral communication 	<ul style="list-style-type: none"> -emails having spelling errors -disengaged with students -disrespectful, shame based approaches to classroom management techniques -does not engage in communication with families -does not respond to emails -difficulty developing relationships at clinical site -turns in assignments late -tone in written and oral communication is disrespectful -when a student is foster care is struggling, says to supervisor, "he just needs to tough it out." -doesn't smile, usually frowning at students -does not engage in conversation with peers or colleagues -sits in the back of class shopping on Amazon instead of engaging in instruction
Foster Self Reflection	Demonstrates self-monitoring behavior that results in academic and teacher readiness	Demonstrates a willingness to learn, understand, and adhere to Oregon laws and policies regarding gender diversity and anti-racist practices.	Demonstrates the ability to self-regulate behavior and demonstrate independent and collaborative problem-solving skills in a variety of settings	Examines and disrupts personal biases.	<ul style="list-style-type: none"> -asks for suggestions to improve lesson plans -uses diverse texts that represent students -when a problem occurs, is able to independently design solutions or seeks out ways to solve problems collaboratively -is willing to consider their own identity and how it impacts bias without getting defensive -uses resources to solve problems -prioritizes questions and respects CTs time -come prepared to lessons and classes -asks a professor for more resources on ways to make lessons more inclusive 	<ul style="list-style-type: none"> -turns in incomplete work -doesn't utilize feedback from supervisor on lesson plans -relies on CT or supervisor to solve problems -gets defensive during discussions about racism in class -asks questions that have already been answered and the information can be found in that week's slides -takes up CTs entire prep time with questions that could have been answered by looking through resources -the morning of a their lesson, is frantically making copies and cutting out materials -has an assignment due the next day and expects the CT to drop everything to help them -sits back in class and plays on their phone instead of learning
Foster Growth Mindset	Sets goals and actively monitors growth as a practitioner.	Asset-based mindset regarding K-12 children, families, and themselves.	Embraces productive struggles	Actively seeks out new ways of learning to continue growing as a practitioner.	<ul style="list-style-type: none"> -checks out a book from the library and sets an appointment with a Special Education professor to discuss ways to be more inclusive in lesson planning -is overheard in class talking about students in a positive manner -has a positive attitude even though it's finals week and students are stressed -is excited to share with supervisor progress and evidence toward a goal they set for themselves -when a teacher comes into the room during lunch and starts bashing another teacher in the building, quietly removes themselves by going to make copies -is overheard encouraging a peer who is struggling -a "this is hard but we can do hard things" attitude 	<ul style="list-style-type: none"> -constantly complains about how much homework there is to peers in class -when the supervisor emails them a resource about ESOL strategies, deletes the email -is overheard in the hallway talking negatively about a kid from their class -participates in gossiping about the principal at the clinical site -when a professor assigns a 10 page paper, writes a letter to the Dean complaining
Cultivate Perseverance	Demonstrates the initiative required to prepare for and engage in the teaching and learning of P-12 learners	Demonstrates the ability to model social and emotional intelligence to promote stability for P-12 learners	Takes constructive feedback from mentors and applies it to continued growth and reflection.	Demonstrates the ability to shift perspective, adapt plans and goals, and find solutions to unplanned problems through positive solutions.	<ul style="list-style-type: none"> -professionally and respectfully responds to student's unexpected behavior -sees that the CT is unexpectedly pulled into the hall to help with a situation and is able to step in and take over the lesson -gets new information in class and is willing to change their perspective on an issue -sees they are struggling with assessment in their lesson plans and sets an appointment with a mentor to discuss how they could improve -sees that a student is struggling to make friends -realized they are struggling with their mental health and reaches out proactively for support 	<ul style="list-style-type: none"> -cries in front of the class when one of the students yells -gets defensive when the supervisor offers suggestions for improving a lesson -when a fire drill disrupts the lesson, is unable to adapt the lesson plan -is given the same feedback by supervisor and CT several times but does not implement the feedback -when a student says something rude in class, responds by yelling at the student -when the CT is clearly busy juggling multiple tasks, sits back in the classroom and works on homework -starts arguing with a student about their clothing choice

Create Community	Considers equity of voice and perspective and makes space for all learners and peers.	Affirms all identities and assets.	Fosters an environment where every person belongs.	Attends to status issues by critically examining themselves and the systems within educational institutions.	<ul style="list-style-type: none"> -attends a GSA meeting at their school to show support -realizes they've answered several questions in class so is careful to let others respond instead next time the professor asks a question -asks the CT to document how many times they call on girls vs. boys during a lesson -incorporates books and images with Muslim characters -realizes they've been writing referrals mostly to Latino students and meets with ED 446 instructor for support in disrupting their biases. -makes sure to use they/them pronouns for a non-binary student -uses equitable and compassionate classroom management strategies 	<ul style="list-style-type: none"> -sends home materials in English only -is always raising their hand in class and interrupting conversations -refuses to use pronouns for a transgender student -when supervisor points out they mostly call on white students, argues and gets defensive -poster, materials, books represent only white students -communicates frequently with the two families in class that attend the same church but never contacts the family who speaks Chinese -when a student disrupts the class says, "Really? You're a 4th grader but you're acting like you're in kindergarden." -Yells, raises their voice, and rolls their eyes at students
Respond Constructively Across Differences	Written & verbal communication shows evidence of the ability to communicate ideas, opinions, and questions in an effective and thoughtful manner	Embraces diverse perspectives and actively engages in antiracist and culturally responsive teaching practices.	Demonstrates a willingness to learn, understand, and adhere to Oregon and district laws and policies regarding gender diversity and anti-racist practices.	Practices restorative justice and disrupts inequity.	<ul style="list-style-type: none"> -notices an instructor forgot to grade a part of the assignment and emails them respectfully to inquire about it -disagrees with a classmate by saying, "thank you so much for sharing that perspective, I wonder if another way to look at that is ____." -notices the school is out of compliance with an Oregon law and reaches out to cohort leaders regarding what to do -helps CT plan for mandated sex education lessons -engages in collaborative conversation to set goals and help a student succeed that is coming back after a suspension -notices that a student needs a coat so reaches out to the counselor to see what resources are available -starts translating all academic language in lessons for a student who speaks Farsi -disrupts a microaggression from a peer 	<ul style="list-style-type: none"> -rolls their eyes when the equity team at their clinical site presents about gender inclusivity -doesn't like an assignment in class and writes a rude email to the professor -constantly argues with peers and instructors when presented with new information that -when a student returns after being sent to the office, says "you better not cause problems in my class again or I'll sent you back and send you to ISS for the entire week." -when a racist comment is made in class by a student, just ignores it and moves on with the lesson
Promote Collaboration	Positively and proactively collaborates with peers, WOU faculty, and P-12 partners (if applicable)	Practices reflective listening and learning.	Meets reliability expectations for deadlines and tasks.	Shows empathy and compassion to students, families, colleagues, peers, and WOU partners.	<ul style="list-style-type: none"> -realizes the CT is stressed so makes copies and cleans the room without being asked -makes sure the materials are ready the next day's lesson -when the CT is giving feedback on a lesson they observed, takes notes and asks clarifying questions -is overheard giving a compliment to a peer in class 	<ul style="list-style-type: none"> -ignores a directive from the cohort leader -when meeting with the supervisor about a lesson they observed, argues when given feedback on ways they can improve -asks for permission from cohort leader to leave clinical site early and is told no, then complains to the CT about the WOU program -doesn't like the CT and constantly speaks negatively about them to peers in the cohort -makes excuses about late assignments -when given a zero for a 3rd late assignment, complains that the professor is unfair -in a meeting with cohort leaders, checks phone 4 times during the meets and rolls their eyes when given feedback on a goal