

SCHOOL of EDUCATION

Disposition Evaluation Tool



CAL POLY

Student/Candidate:		Evaluator:		Date:
Phase of Program	<i>Pre-Admission</i>	<i>Professional Quarter I (CP I)</i>	<i>Professional Quarter II (CP II)</i>	<i>Professional Quarter III (CP III)</i>

A. Attendance 3. Exemplary attendance. 2. Consistent attendance. 1. Inconsistent attendance.	B. Punctuality 3. Exemplary punctuality. 2. Consistent punctuality. 1. Inconsistent punctuality.	C. Work Habits 3. Work is on time and completed independently or with minimal guidance. 2. Work is on time. 1. Work is often late or timely completion of work requires extensive guidance.	D. Work Quality 3. Work is consistently well thought out and carefully prepared. 2. Work is sufficiently thought out and prepared. 1. Work is of poor quality and lacks organization and preparation.
E. Oral Expression 3. Demonstrates excellent abilities in expressing ideas and positively facilitates and supports classroom discourse. 2. Demonstrates ability to express ideas and positively support classroom discourse. 1. Frequently has difficulty with expressing ideas and/or rarely or infrequently supports classroom discourse.	F. Written Expression 3. Work is consistently well organized, clearly expresses ideas, and is free of grammatical errors. 2. Work is organized, clearly expressed, and contains few grammatical errors. 1. Work frequently lacks organization, clarity, and grammatical correctness.	G. Collaboration 3. Facilitates collaboration with others, ensuring collaborative efforts are successful. 2. Generally collaborates and/or will collaborate when asked. 1. Has difficulty collaborating and/or hinders group efforts. May excessively dominate or withdraw from collaborating.	H. Response to Critical Feedback 3. Actively solicits critical feedback and insights from others and acts on feedback from others. 2. Is receptive to critical feedback and adjusts performance accordingly. 1. Has difficulty accepting critical feedback and may be defensive or resistant.
I. Response to Multiple Perspectives 3. Incorporates multiple perspectives when making decisions. 2. Considers multiple perspectives. 1. Has difficulty considering perspectives that differ from one's own.	J. Self-Confidence in Professional Settings 3. Self-assured and poised. 2. Sufficiently confident and comfortable. 1. Often appears unsure, self-conscious, <u>or</u> is inappropriately self-assured.	K. Intellectual Independence 3. Exceeds expectations and demonstrates an ability to connect big ideas and take risks. 2. Meets expectations by doing what is asked, exhibiting some skill in conceptualizing and applying big ideas. 1. Does what is asked, but has difficulty conceptualizing and applying big ideas.	L. Promoting Social Justice 3. Consistently promotes social justice, equity and fairness by highlighting issues in curriculum and creating lessons with universal access for all. 2. Sometimes contributes to promotion of social justice, equity and fairness by highlighting issues in curriculum and/or sometimes creating lessons or opportunities for universal access for all. 1. Rarely promotes social justice, equity, and fairness through highlighting issues in curriculum and/or lessons do not allow for universal access for all.
Other:			

* Professional conduct is represented by at least a Level 2 rating in all categories of dispositions.