

Disposition Evaluation Tool: **Descriptors for Levels of Performance**

We have identified twelve categories of dispositional areas on which candidates are assessed, and for each category, we defined three levels of performance that can be exhibited. The following tables describe the levels of performance for each disposition, and a Level 2 performance is considered basic proficiency.

A. Attendance		
3	Exemplary attendance.	Consistently attends school and also attends extra-curricular school activities (i.e., science fair, carnival, etc.).
2	Consistent attendance.	Consistently attends school and/or on occasion may miss school due to extenuating circumstances.
1	Inconsistent attendance.	Missed school on multiple occasions and the circumstances may vary (i.e., excused or unexcused).

B. Punctuality		
3	Exemplary punctuality.	Consistently on time and frequently arrives early and/or stays later than expected.
2	Consistent punctuality.	Consistently on time and/or on occasion may arrive late or leave early due to extenuating circumstances.
1	Inconsistent punctuality.	Arrived late or left early on multiple occasions and the circumstances may vary (i.e., excused or unexcused).

C. Work Habits		
3	Work is on time and completed independently or with minimal guidance.	Completes all work on time and with no <i>remedial</i> assistance from others.
2	Work is on time.	Completes work on time and/or may infrequently hand an assignment in late (circumstances may vary). On occasion, candidate may need <i>remedial</i> assistance from others.
1	Work is often late or timely completion of work requires extensive guidance.	Work is often late and requires <i>remediation</i> from others. May need significant assistance in completing and submitting work in a timely manner (i.e., email reminders to hand in assignments, extra time for assignments, frequent revisions and meetings in office hours, etc.)

D. Work Quality		
3	Work is consistently well thought out and carefully prepared	Work (written and otherwise) consistently shows evidence of comprehensive planning and preparation for the task. Written plans always go into significant depth and effort and the quality of chosen materials is excellent.
2	Work is sufficiently thought out and prepared	Work (written and otherwise) shows evidence of sufficient planning and preparation for the task. Written plans almost always show sufficient depth and effort and the quality of chosen materials is adequate.
1	Work is of poor quality and lacks organization and preparation	Work (written and otherwise) often shows little evidence of planning and preparation for the task. Written plans may often show lack of depth and effort and the quality of chosen materials is often inadequate.

E. Oral Expression		
3	Demonstrates excellent abilities in expressing ideas and positively facilitates and supports classroom discourse.	Without prompting, talk demonstrates active listening (i.e., clarify, extend or follow-up) to others. Remarks, when appropriate, incorporate theoretical ideas and research-based practices and are not solely based on opinion or personal experience.
2	Demonstrates ability to express ideas and positively support classroom discourse.	With occasional prompting, talk may show evidence of listening to others but do not often further the conversation through clarification or follow-up on the comments of others. Remarks are often based on personal opinion or experience rather than theoretical ideas and research-based practices.
1	Frequently has difficulty with expressing ideas and/or rarely or infrequently supports classroom discourse.	Talk may rarely show active listening to others and/or may require significant prompting. Remarks are typically based on personal feelings and/or opinions and candidate may frequently practice distracting or inappropriate discourse norms such as interrupting others, offering off-topic questions or being rude or dismissive to the comments of others.

F. Written Expression		
3	Work is consistently well organized, clearly expresses ideas, and is free of grammatical errors	Written work (including assignments, correspondence and on-demand writing) is always organized in a clear and concise manner using sophisticated structures and features of text and technical vocabulary in accurate and dynamic ways. Written work does not have any errors in grammar, spelling, capitalization and punctuation.
2	Work is organized, clearly expressed, and contains few grammatical errors	Written work (including assignments, correspondence and on-demand writing) is generally organized in a clear and concise manner using adequate structures and features of text and technical vocabulary in basic, but accurate, ways. Written work may contain few errors in grammar, spelling, capitalization or punctuation.
1	Work frequently lacks organization, clarity, and grammatical correctness	Written work (including assignments, correspondence and on-demand writing) is frequently not organized in a clear and concise manner using inadequate and/or incomplete structures and features of text with limited or inaccurate use of technical vocabulary. Written work frequently contains errors in grammar, spelling, capitalization and/or punctuation distracting the reader from the writer's message

G. Collaboration		
3	Facilitates collaboration with others, ensuring collaborative efforts are successful.	Independently seeks collaborative endeavors in dynamic ways (e.g., partnering with different individuals, suggesting directions for the work, independently creating collaborative opportunities, ensuring successful and positive group dynamics and discourse, etc.)
2	Generally collaborates and/or will collaborate when asked	Able to flexibly work with others when asked in basic ways (e.g., completes individual assigned tasks, will occasionally take on leadership roles in groups, typically works with the same individual or groups of others, etc.)
1	Has difficulty collaborating and/or hinders group efforts. May excessively dominate or withdraw from collaborating.	Joins collaborative endeavors when asked but often has difficulty working with others in group settings. May exhibit a social and/or inappropriate behaviors such as excessively dominating group conversation, off-task behaviors (such as texting or completing independent work) or withdrawing from group conversation.

H. Response to Critical Feedback		
3	Actively solicits critical feedback and insights from others and acts on feedback from others	Seeks out feedback and/or input from others (e.g., hands in drafts of assignments ahead of time to be reviewed or seeks to meet with others to elicit verbal feedback about ideas/practices) and then, with reasoned decision, incorporates the feedback of others.
2	Is receptive to critical feedback and adjusts performance accordingly	Able to hear constructive feedback on assignments and/or practice and change accordingly to address the areas for growth. On written work and in practice, it is clear that individual reads and/or hears feedback and then revises accordingly (e.g., after feedback, individual begins to use a term correctly or after giving a series of possible classroom management techniques, one is incorporated one into practice).
1	Has difficulty accepting critical feedback and may be defensive or resistant	May have a difficult time receiving constructive feedback on assignments and/or practice (e.g., becomes argumentative, disrespectful and/or unresponsive) and/or demonstrates little evidence that feedback has been read or received as performance is not adjusted accordingly (e.g., even though given feedback about missing information in an assignment individual continues to omit the information)

I. Response to Multiple Perspectives		
3	Incorporates multiple perspectives when making decisions	Recognizes and embraces multiple perspectives and shows evidence of incorporating diverse perspectives when making decisions (e.g., listens to the ideas of others without judgment and thoughtfully finds relationships amongst perspectives and those relationships are evident in any decisions made.)
2	Considers multiple perspectives	Recognizes that others may have different opinions or understandings of a singular topic. Multiple perspectives are celebrated as a positive circumstance, rather than considered a deficit or a problem to be remedied through homogeneity (e.g., will listen to the ideas of others without judgment and considers the differences between ideas).
1	Has difficulty considering perspectives that differ from one's own.	May have difficulty recognizing and/or embracing that others may have different opinions or understandings of a singular topic. Multiple perspectives may be seen as a deficit to be overcome through explicitly encouraging homogeneity (e.g. often judgmental or overly critical of different ideas or practices).

J. Self-confidence in Professional Settings		
3	Self-assured and poised	Consistently appears self-assured and poised regardless of the occasion or circumstance, thereby fulfilling responsibilities in a sophisticated and mature manner (e.g., maintains poise even in situations that may be challenging and thoughtfully takes initiative to fulfill professional

		obligations).
2	Sufficiently confident and comfortable	On most occasions and circumstances, appears sufficiently confident for the setting and interacts in an appropriate manner, thereby fulfilling responsibilities (e.g., interacts with others and takes appropriate initiative with minimal or no prompting).
1	Often appears unsure, self-conscious, or is inappropriately self-assured	May frequently appear unsure, self-conscious, or overly confident, thereby making it difficult to fulfill responsibilities of the profession (e.g., lack of confidence impedes performance such as the inability to interact with others or to take initiative with tasks).

K. Intellectual Independence		
3	Exceeds expectations and demonstrates an ability to connect big ideas and take risks	Consistently exceeds the expectations of intellectual work particularly by synthesizing major theoretical and pedagogical concepts and applying them to written work and teaching.
2	Meets expectations by doing what is asked, exhibiting some skill in conceptualizing and applying big ideas	Consistently does what is asked, thereby completing intellectual work in a satisfactory manner. In addition, occasionally shows evidence of applying big ideas in written work and/or in teaching.
1	Does what is asked, but has difficulty conceptualizing and applying big ideas	Does what is asked but has difficulty applying big ideas to assignments and teaching practice (e.g., practice and/or writing remains at a basic or surface level because of the inability to synthesize and apply 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.	Consistently makes efforts to address issues of social justice and equity and these may include assignments for coursework, classroom discussion and lesson plans for children. Issues are multi-dimensional and integrated (e.g., continual effort to use children's texts that show underrepresented populations) and emphasize a universe 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.	Addresses issues of social justice and equity and these may include required and optional assignments for coursework, classroom discussion and lesson plans for children. Issues of focus may be one-dimensional (e.g., Black History Month) and related to content rather than connecting to broader issues of 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.	Teacher candidate rarely makes efforts to address issues of social justice other than in required course assignments. Issues raised in required assignments are handled in a surface or sensational manner and little or no connection is made to universal access for all.