## Professional Dispositions

**Master of Education – Art of Teaching (M.A.T.) Elementary Language Arts N=7**

**Rated by Mentor Teacher – 2010**

**Aligned to ACEI Standards**

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Novice (1)</th>
<th>Emergent (2)</th>
<th>Professional (3)</th>
<th>Mastery (4)</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependability and Reliability</strong></td>
<td>Candidate does not demonstrate punctuality, consistent attendance, organization and preparedness in university classrooms and field practica.</td>
<td>Candidate demonstrates punctuality, consistent attendance, but not organization and preparedness in university classrooms and field practica.</td>
<td>Candidate demonstrates punctuality, consistent attendance, organization and preparedness in university classrooms and field practica.</td>
<td>Candidate demonstrates behaviors that are characteristic of the emerging professional teacher such as punctuality, attendance and organization. Lessons are very well-planned and presented.</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Candidate does not show respect toward colleagues, supervisors, parents, and students and other educational stakeholders.</td>
<td>Candidate respects supervisors and colleagues, but not students and other educational stakeholders.</td>
<td>Candidate respects supervisors and colleagues, parents, students and other educational stakeholders.</td>
<td>Candidate demonstrates respect for supervisors and colleagues, students and other educational stakeholders, and is held in esteem by peers and supervisors.</td>
<td>4.00</td>
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<tr>
<td><strong>Commitment and initiative</strong></td>
<td>Candidate does not demonstrate commitment to learning and students, and does not explore professional resources to create different learning strategies for students.</td>
<td>Candidate demonstrates commitment to learning and students, but does not explore professional resources to create different learning strategies for students.</td>
<td>Candidate demonstrates commitment to learning and students; creates different learning strategies for students; and shares new and unusual professional resources with colleagues.</td>
<td>Candidate demonstrates commitment to learning and students; creates different learning strategies for students; and shares new and unusual professional resources with colleagues.</td>
<td>4.00</td>
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<tr>
<td><strong>Responsiveness</strong></td>
<td>Candidate does not seek and value constructive feedback from peers, instructors, and mentors which is characteristic of the emerging professional teacher in university classrooms and field practica.</td>
<td>Candidate seeks and values constructive feedback from instructors and mentors, but not from peers.</td>
<td>Candidate seeks and values constructive feedback from peers, instructors, and mentors.</td>
<td>Candidate seeks and values constructive feedback from peers, instructors, and mentors; and goes beyond the call of duty to utilize feedback in teaching and planning.</td>
<td>4.00</td>
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<tr>
<td><strong>Collaboration</strong></td>
<td>Candidate does not understand the importance of creating positive relationships within the university classroom, and conducive relationships with all stakeholders within the school community.</td>
<td>Candidate creates positive relationships within the university classroom, but not within the context of the larger educational community.</td>
<td>Candidate understands the importance of creating positive relationships within the university classroom, and conducive relationships with all stakeholders within the school community.</td>
<td>Candidate creates positive relationships within the university classroom and with stakeholders in the school community as well as suggests tips for sustaining positive relationships.</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Open-Mindedness</strong></td>
<td>Candidate does not attempt to question traditional and innovative practices in the quest for doing what is best for students, or has the flexibility when dealing with uncertainty and complex educational issues.</td>
<td>Candidate is willing to examine traditional and innovative practices, but is not flexible to deal with important uncertainty and complex educational issues as they impact the education of students.</td>
<td>Candidate demonstrates willingness that is characteristic of emerging professionals in terms of willingness to examine both traditional and innovative practices, and demonstrates flexibility when dealing with uncertainty and complex educational issues.</td>
<td>Candidate demonstrates willingness that is characteristic of emerging professionals in terms of willingness to examine both traditional and innovative practices, and demonstrates flexibility when dealing with uncertainty and complex educational issues through personal extensive inquiry and consultation.</td>
<td>3.86</td>
</tr>
<tr>
<td><strong>Knowledgeable</strong></td>
<td>Candidate demonstrates no awareness of current educational issues, and no ability to illustrate and apply subject matter concepts.</td>
<td>Candidate is aware of current educational issues, but does not demonstrate the ability to illustrate and apply subject matter concepts.</td>
<td>Candidate demonstrates awareness of current educational issues and demonstrates the ability to illustrate and apply subject matter concepts.</td>
<td>Candidate demonstrates awareness of current educational issues and demonstrates the ability to illustrate and apply subject matter concepts consistently and sequentially in lessons.</td>
<td>4.00</td>
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<td>Dispositions</td>
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<td><strong>Communication</strong></td>
<td>Candidate does not demonstrate the ability to effectively write and speak, and how to assist students in successfully utilizing applicable concepts in the language arts.</td>
<td>Candidate demonstrates the ability to effectively write and speak, and how to assist students in successfully utilizing applicable concepts in the language arts.</td>
<td>Candidate demonstrates the ability to effectively write and speak, and to assist students in successfully utilizing applicable concepts in the language arts.</td>
<td>Candidate demonstrates the ability to effectively write and speak, and to assist students in successfully utilizing applicable concepts of the language arts in terms of mastery as indicated by students' work and grades.</td>
<td>4.00</td>
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<tr>
<td><strong>Confidentiality</strong></td>
<td>Candidate does not demonstrate characteristics of the emerging professional teacher such as sharing information about students and specific classroom anecdotes in confidential and respectful ways.</td>
<td>Candidate shares information in confidential ways but without fully reflecting on it.</td>
<td>Candidate demonstrates characteristics of the emerging professional teachers by first reflecting and then sharing such information about students and specific classroom anecdotes in confidential and respectful ways.</td>
<td>Candidate demonstrates characteristics of the emerging professional teachers such as sharing information about students and specific classroom anecdotes in confidential and respectful ways. Candidate shares information only with those who need to know.</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Academic Honesty</strong></td>
<td>Candidate does not demonstrate academic honesty, a behavior that is characteristic of the emerging professional teacher.</td>
<td>Candidate demonstrates academic honesty in research, by referencing sources, but not in the correct required citation format.</td>
<td>Candidate demonstrates academic honesty, a behavior that is characteristic of an emerging professional teacher by producing independent, original work.</td>
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<td>4.00</td>
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<td><strong>Appearance</strong></td>
<td>Candidate’s attire is not representative of an emerging professional teacher for teaching clinical and practica experiences.</td>
<td>Candidate’s attire is representative of an emerging professional teacher for clinical experiences, but not practica experiences.</td>
<td>Candidate’s attire is representative of an emerging professional teacher for teaching and clinical and practica experiences most of the time.</td>
<td>Candidate wears appropriate professional attire in clinical and practica experiences consistently.</td>
<td>4.00</td>
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<tr>
<td><strong>Teaching Effectiveness</strong></td>
<td>Candidate does not demonstrate the ability to plan and to engage students in productive learning events that feature critical and insightful thinking and demonstrates no effective management skills.</td>
<td>Candidate demonstrates the ability to plan and to engage students in learning events, but not in critical insightful thinking.</td>
<td>Candidate demonstrates the ability to plan and to engage students in productive learning events that feature critical and insightful thinking, and demonstrates effective management skills.</td>
<td>Candidate demonstrates the ability to plan and to engage students in productive learning events that feature critical and insightful thinking, and demonstrates effective management skills by using a variety of strategies to foster appropriate student behavior according to individual and situational needs.</td>
<td>4.00</td>
</tr>
<tr>
<td><strong>Fairness</strong></td>
<td>Candidate engages and encourages the academic progress of specific groups of students but ignores the needs of other students by limiting interaction and neglecting feedback with those groups of students. Feedback is limited to a final score.</td>
<td>Candidate engages and encourages the academic progress of all groups of students but stops working with certain groups sooner than others.</td>
<td>Candidate engages and encourages the academic progress of all groups of students, but interaction and feedback focuses only the students who have mastered the content. Feedback is limited to positive comments only on work indicating mastery.</td>
<td>Candidate engages in practices that recognize all students, and all students received constructive feedback and encouragement. Student progress is recognized as well as mastery. All students believe that they can improve.</td>
<td>NA*</td>
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<tr>
<td><strong>Bias</strong></td>
<td>Candidate engages in practices that favor a specific group of students in the class and neglects the needs of other groups.</td>
<td>Candidate engages in practices that favor a specific group of students and considers the needs of other groups superficially in delivery of instruction.</td>
<td>Candidate engages in practices that recognizes all students in lesson preparation, delivery and activities. The needs of all groups are recognized by candidate.</td>
<td>Candidate engages in practices that recognize all students and encourage active student participation in activities and discussion that highlight the value of diversity and the richness of student’s experience.</td>
<td>NA*</td>
</tr>
</tbody>
</table>

*Revised in the 2011 Fall rating scale.