

	Needs Improvement	Developing	Acceptable
Disposition #1			
Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field.	Unfairly interacts and responds to students; is unaware of opportunities to enhance cross-cultural understandings; is non-responsive to students' individual differences; misses opportunities to encourage cultural sensitivities and perspectives; is unaware of culturally responsive pedagogical practices	Is aware of the need to interact and respond with all students fairly; responds to opportunities to enhance cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives; is aware of culturally responsive pedagogical practices	Interacts and responds with all students fairly; looks for opportunities to enhance cross-cultural understandings; invites and integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives; models culturally responsive pedagogical practices
Disposition #2			
Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.	Not engaging with students at all levels of student abilities: Easily frustrated when students don't understand; focuses on higher level students only; isn't aware of students who need help	Recognizes and engages all levels of student abilities: Tries to help students that don't understand; attempts to interact all levels of student abilities; seeks to help all students	Looks for and inquires about a variety of strategies to engage all levels of student abilities: Persists with students to try to help them understand; encourages students at all levels; seeks strategies to be more effective with all students.
Disposition #3			
Committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.	Rarely asks questions about classroom dynamics; passes by opportunities to discuss teaching practice; demonstrates inadequate knowledge of subject and curriculum, and/or has few ideas to increase his/her knowledge	Asks some questions about classroom dynamics; occasionally engages in thinking about and discussing teaching practice; demonstrates knowledge of subject and curriculum, but is less certain of ways to increase his/her knowledge	Often asks questions about and comments on classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions often; demonstrates superior knowledge of subject and curriculum; describes realistic and specific workable plans for increasing his/her knowledge.
Disposition #4			
Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.	Dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior; uses verbal communication that does not foster interaction; Attendance, punctuality, and/or preparation is problematic	Dresses and conducts self appropriately; communicates effectively with students and colleagues; meets scheduled time/hour commitment and is prepared	Models professional dress and conduct; uses verbal communication that enhances interactions with students and colleagues; meets or exceeds scheduled time/hour commitments, arrives promptly and is well prepared
Disposition #5			
Committed to the expression and use of democratic values and is committed to creating a learning environment that fosters active engagement in learning and encourages positive social interaction.	Unaware of the need for interdependent, collaborative social interaction; unresponsive to student ideas; displays little interest or involvement in group work; limited responsiveness to students	Aware of the need for interdependent, collaborative social interaction; listens to student ideas; actively observes group work; responsive to students	Recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally

