**INITIAL PROGRAMS DISPOSITIONS INVENTORY**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  | Who is completing this form? |
| *Print Name of*  **Student** |  | *Print Name of*  **Cooperating Teacher** |  | *Print Name of*  **University Supervisor** |  | **Date**  *Form Completed* | Student  Cooperating Teacher  University Supervisor |

|  |  |  |
| --- | --- | --- |
| **Directions** | *The instrument below specifies seven dispositions to be assessed, using a 1-to-4 scale. In general,* | |
| 0 indicates that there is **no basis for judgment** |  |
| 1 designates **MINIMAL/UNACCEPTABLE** | 3 designates **PROFICENT** |
| 2 designates **BASIC** | 4 designates **ADVANCED** |
| *The rubrics contain a number of descriptors to assist you in determining a* ***single, holistic*** *score for each of the seven dispositions. For a given disposition, descriptors from different columns may characterize the student, so you will need to exercise your professional judgment in determining a single score for the disposition. If helpful, you can first determine sub-scores* (0, 1, 2, 3, 4). *However, the overall scores that you enter into the circle for each disposition must be a whole number* (0, 1, 2, 3, or 4). *If you find that you do not have sufficient experience with the student to determine a score for any particular disposition, please enter* “0” (no basis for determination) *in the score box.* | |

| **Disposition** | **Sub-Score (Optional)** | **0**  **No Basis for Judgment** | **1** | **2** | **3** | **4** |
| --- | --- | --- | --- | --- | --- | --- |
| **Disposition 1**  Values evidence-based, student (client)-focused practice.  **WHOLE NUMBER SCORE:** |  |  | Exhibits little concern for student involvement in learning. | Exhibits some concern for student involvement in learning, but analysis is sporadic. | Analyzes student involvement in learning. | Systematically analyzes student involvement in learning and incorporates this analysis in planning future lessons. |
|  |  | Makes little effort to link professional decision to student learning. | Is aware that decisions affect student learning but does not consistently draw cause-effect conclusions. | Determines the effect of decisions on student learning. | Links specific learner outcomes to instructional decisions and modifies future decisions accordingly. |
|  |  | Does not purposely create positive learning environments appropriate for all learners. | Creation of positive learning contexts is inconsistent and does not reflect the needs of all students. | Creates positive learning contexts appropriate for most learners. | Systematically creates positive learning contexts appropriate for all learners. |
|  |  | Makes little attempt to inform practice through research | Research is used but infrequently to inform practice. | Routinely engages in research-based practice. | Actively and consistently seeks and uses results of research to inform instructional practice. |
|  |  | Makes little effort to collect, analyze, or use assessment data to inform instruction. | Assessment data is somewhat used to inform practice. | Routinely uses assessment data to inform instruction. | Systematically collects, analyzes, and uses assessment data to inform instruction. |
|  |  | Professional decision-making is based exclusively on personal preference rather than on student needs. | Professional decision-making is based on personal preference as well as student needs. | Focuses professional decision-making around student needs rather than personal preference. | Demonstrates consistent student-focused orientation based on student needs rather than personal preference. |
| **Disposition 2**  Professional collaboration and consultation.  **WHOLE NUMBER SCORE:** |  |  | Does not collaborate well on behalf of students and the school. | Collaborates but infrequently on behalf of students and the school. | Willingly collaborates on behalf of students and the school. | Actively seeks opportunities to collaborate on behalf of students and the school. |
|  |  | Does not seek information and assistance from others on behalf of students. | Infrequently seeks information and assistance from others on behalf of the students. | Frequently seeks information and assistance from others on behalf of students. | Actively and continuously seeks information and assistance from others on behalf of students. |
|  |  | Provides no leadership with projects and activities, or when doing so, does not do so in a fair and adequate manner. | Provides limited leadership with projects and activities in a fair and equitable manner. | Demonstrates some leadership with projects and activities in a fair and equitable manner. | Seeks opportunities for leadership with projects and activities and conducts them in a fair and equitable manner. |
|  |  | Rapport is poor and there is no attempt to develop appropriate relationships. | Positive rapport and appropriate relationships inconsistence across constituencies. | Establishes positive rapport and appropriate relationships with students, teachers, support personnel and other constituencies. | Establishes outstanding rapport in the development of relationships with students, teachers, school support personnel, and other constituencies. |
| **Disposition 3**  Practices effective self-management.  **WHOLE NUMBER SCORE:** |  |  | Frequently absent and/or not punctual for professional activities and assigned duties. | Absent and/or not punctual for some professional activities and assigned duties. | Is usually present and punctual for professional activities and assigned duties. | Is present and punctual for all professional activities and assigned duties. |
|  |  | Is frequently not prepared for assigned duties and activities. | Is sometimes not prepared for assigned duties and activities. | Is usually prepared for assigned duties and activities. | Is always well prepared for assigned duties and activities. |
|  |  | Demonstrates a clear lack of leadership, self-respect and responsibility in professional roles. | Is sometimes lacking in leadership, self-respect, and/or responsibility in professional roles. | Usually shows leadership, self-respect and responsibility in professional roles. | Always shows leadership, self-respect and responsibility in professional roles. |
|  |  | Blatantly uses the intellectual property of others without permission and/or acknowledgment. | Sometimes borrows the intellectual property of others without permission or acknowledgement. | Usually honors the intellectual property of others. | Always honors the intellectual property of others. |
|  |  | Violates confidentiality of meetings and/or records. | Sometimes demonstrates lack of awareness of confidentiality rules and policies with respect to private meetings and/or records. | Maintains confidentiality of private meetings and records. | Is very knowledgeable about confidentiality rules and policies and always maintains confidentiality of private meetings and records. |
|  |  | Personal grooming is consistently lacking and dress is inappropriate. | Personal appearance sometimes does not reflect standards for professional grooming and appropriateness. | Personal appearance is professional and appropriate. | Personal appearance is always tasteful, professional, and appropriate. |
|  |  | Frequently demonstrates lack of self-control and/or reacts inappropriately. | Occasionally demonstrates lack of self-control and/or inappropriate reactions. | Usually demonstrates self-control and appropriate reactions. | Maintains a high level of self-control and appropriate reactions. |
|  |  | Consistently uses inappropriate and unprofessional language that is profane and/or derogatory. | Occasionally uses profane and/or derogatory language. | Communication is free of profane or derogatory language. | Excellent oral communication skills that are free of profane or derogatory language. |
| **Disposition 4**  Interacts at a professional level.  **WHOLE NUMBER SCORE:** |  |  | Writing skills are poor and limited for various purposes and audiences. | Writing is sometimes not clear for various purposes and all audiences. | Writes clearly for most purposes and audiences. | Writing skills are exceptional and appropriate for various purposes and audiences. |
|  |  | Speaking ability ineffective for most purposes and audiences. | Limited speaking ability for some purposes and audiences. | Speaks effectively for most purposes and audiences. | Oral skills are exceptional and highly effective for various purposes and audiences. |
|  |  | Does not listen with purpose. | Listening ability is inconsistent. | Usually listens with purpose. | Listens well with purpose. |
|  |  | Does not use technology effectively in professional roles. | Use of technology is somewhat effective but limited in professional roles. | Uses technology effectively in professional roles. | Has in-depth knowledge base in instructional technology and makes excellent use of technology in professional roles. |
|  |  | Does not model clear communication to various constituencies. | Ability to model clear communication to all constituencies is limited. | Usually models clear communication to all constituencies. | Consistently models clear communication to all constituencies. |
| **Disposition 5**  Demonstrates commitment to learning as a lifelong pursuit.  **WHOLE NUMBER SCORE:** |  |  | Is not receptive and/or responsive to professional feedback. | Occasionally not receptive and/or responsive to professional feedback. | Is receptive and responsive to professional feedback. | Actively seeks out professional feedback. |
|  |  | Rarely reflects critically on professional performance and makes little attempt to adjust performance. | Critical reflection on professional experiences and adjustment in performance is sporadic. | Usually reflects on professional experiences and adjusts performance accordingly. | Continuously critically reflects on professional experiences and adjusts performance accordingly. |
|  |  | Never seeks out opportunities for professional growth. | Occasionally seeks out opportunities for professional growth. | Seeks out opportunities for professional growth. | Continuously seeks out opportunities for professional growth. |
|  |  | Exhibits no knowledge of the evolving nature of the professions in education. | Sometimes does not exhibit knowledge of the evolving nature of the professions in education. | Stays current with the evolving nature of the professions in education. | Stays current with the evolving nature of professions in education as a priority. |
| **Disposition 6**  Respects the legal and ethical norms of the profession.  **WHOLE NUMBER SCORE:** |  |  | Demonstrates little knowledge of and/or is not compliant with legal requirements of educational environments. | Has a partial knowledge of and usually complies with the legal requirements of educational environments. | Knows and complies with legal requirements of educational environments. | Has an in-depth understanding of and complies with legal requirements of educational environments. |
|  |  | Violates confidentiality communications and/or records. | Sometimes demonstrates lack of awareness of confidentiality rules of communications and records. | Maintains confidentiality of communications and records. | Is very knowledgeable about confidentiality rules and policies and always maintains confidentiality of communications and records. |
|  |  | Is often dishonest and/or untruthful in dealing with students, teachers, administrators and other constituencies. | Is not always truthful and/or honest with all constituencies. | Is truthful and honest in most situations. | Is consistently truthful and honest in dealing with students, teachers, administrators, and all other constituencies. |
|  |  | Shows no respect for the ethical and moral values of the student, school, and/or community. | Occasionally does not demonstrate respect for the ethical and moral values and concerns of the student, school, and/or community. | Respects the ethical and moral values and concerns of the student, school, and community. | Demonstrates a high level of respect for the ethical and moral values and concerns of the student, school, and community. |
| **Disposition 7**  Demonstrates equitable treatment and respect for all individuals.  **WHOLE NUMBER SCORE:** |  |  | Knowledge of the different ways people learn is not evident in planning and actions. | Responses to the different ways that people learn are not always evident in planning and actions. | Usually responds to the different way people learn in planning and/or action. | Responds to the different ways that people learn in both planning and action. |
|  |  | Is insensitive to student differences. | Is not always sensitive to student differences. | Is sensitive to student differences. | Is highly sensitive to student differences. |
|  |  | Demonstrates a clear lack of respect for the cultures of all. | Minimally respects the cultures of all. | Respects the cultures of all. | Demonstrates great respect for the cultures of all constituencies. |
|  |  | Is blatantly disrespectful in the treatment of others. | Sometimes does not treat others with dignity and respect. | Usually treats others with dignity and respect. | Always treats others with dignity and respect. |
|  |  | Does not adjust and/or revise plans to meet student needs. | Sometimes adjusts and revises plans to meet student needs. | Usually adjusts and revises plans to meet student needs. | Continuously adjusts and revises plans to meet student needs. |
|  |  | Does not advocate for learners and families. | Occasionally advocates for learners and families. | Advocates for all learners and families. | Assertively advocates for all learners and families. |