

ACU Teacher Education Candidate Dispositions

Revised December 2018

But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law. Gal. 5:22-23

Candidate Name _____

Effective Communication (EC) Note: A single, significant or extreme event in any category may result in a score of 1.					
Disposition	Proficient - 4	Developing - 3	Needs Improvement – 2	Unacceptable - 1	Not Observed
Oral Expression	<input type="checkbox"/> Communicates orally in an effective, positive, respectful manner that is grammatically correct	<input type="checkbox"/> Oral communication is respectful, but contains some grammatical errors	<input type="checkbox"/> At times, oral communication is less respectful and/or contains frequent grammatical errors	<input type="checkbox"/> Oral communication is frequently ineffective or negative	<input type="checkbox"/>
Written Expression	<input type="checkbox"/> Communicates in writing in an effective, positive manner that is virtually free of errors in grammar and spelling	<input type="checkbox"/> Written communication contains occasional errors in grammar and/or spelling that do not impact understanding of the content	<input type="checkbox"/> Written communication is occasionally negative and/or contains frequent errors in grammar and/or spelling that at times interfere with understanding	<input type="checkbox"/> Written communication is ineffective, negative and/or is replete with errors in grammar/spelling	<input type="checkbox"/>
Tact Judgment	<input type="checkbox"/> Uses tact and judgment that demonstrates respectful communication	<input type="checkbox"/> At times, lacks tact and/or awareness of how communication affects others	<input type="checkbox"/> Frequently lacks tact and/or awareness of how communication affects others	<input type="checkbox"/> Communication is openly disrespectful, thoughtless and/or insensitive to others' feelings and opinions	<input type="checkbox"/>
Interaction with Peers	<input type="checkbox"/> Consistently interacts with peers in a professional and positive manner	<input type="checkbox"/> Interactions demonstrate limited professionalism, but are not negative	<input type="checkbox"/> At times interaction with peers is negative and/or unprofessional	<input type="checkbox"/> Interactions with peers are consistently negative and/or unprofessional	<input type="checkbox"/>
EC Score:					Total Score:
	Comments:				

Reflective Practice (RP) Note: A single, significant or extreme event in any category may result in a score of 1.					
Disposition	Proficient - 4	Developing - 3	Needs Improvement – 2	Unacceptable - 1	Not Observed
Response to Feedback	<input type="checkbox"/> Responds to feedback in a receptive manner and is highly motivated to try to implement suggestions	<input type="checkbox"/> Receives feedback positively, but does not fully implement suggestions provided	<input type="checkbox"/> At times demonstrates resistance to feedback and/or implementation is minimal or not observed	<input type="checkbox"/> Is consistently resistant to feedback and/or is not willing to implement suggestions	<input type="checkbox"/>
Personal Reflection	<input type="checkbox"/> Demonstrates a strong sense of personal awareness and can articulate how specific experiences have contributed to personal and professional growth	<input type="checkbox"/> Occasionally demonstrates a limited sense of personal awareness, but with support can reflect on how past experiences have contributed to personal and professional growth	<input type="checkbox"/> Demonstrates a limited sense of personal awareness and/or struggles to articulate how past experiences have contributed to personal and professional growth even with support	<input type="checkbox"/> Unable or unwilling to reflect on how personal experiences have contributed to the personal and professional growth or the lack thereof	<input type="checkbox"/>
Problem Solving	<input type="checkbox"/> Demonstrates depth of thought and independence in solving problems. Seeks appropriate supports and resources when needed.	<input type="checkbox"/> At times, lacks expected level of thought and/or independence in solving problems. Uses appropriate resources when reminded.	<input type="checkbox"/> Frequently demonstrates over-reliance on others to help solve problems.	<input type="checkbox"/> Demonstrates pervasive helplessness that results in failure to fulfill responsibilities	<input type="checkbox"/>
Self-Efficacy	<input type="checkbox"/> Communicates a sense of responsibility for learning and identifies factors under the candidate's control to impact personal success and/or student learning	<input type="checkbox"/> At times expresses a belief that factors outside the candidate's control prevent opportunities to positively impact personal success and/or student learning	<input type="checkbox"/> Frequently expresses a belief that factors outside the candidate's control prevent opportunities to positively impact personal success and/or student learning	<input type="checkbox"/> Describes learners and/or families using biased, hopeless or negative language, attributing blame for failure only to factors outside of the teacher's control; is not able to name personal contributions to challenges	<input type="checkbox"/>
RP Score:					Total Score:
	Comments:				

Professionalism (P) Note: A single, significant or extreme event in any category may result in a score of 1.					
Disposition	Proficient - 4	Developing - 3	Needs Improvement – 2	Unacceptable - 1	Not Observed
Attendance	<input type="checkbox"/> Attends all classes, meetings, and appointments unless absolutely unavoidable. Proactively provides applicable documentation	<input type="checkbox"/> Meets the minimum attendance expectations in classes. Absences are at times avoidable and/or does not proactively provide applicable documentation	<input type="checkbox"/> Meets the minimum attendance expectations in classes. Absences are often avoidable, demonstrating a minimal commitment to professional development	<input type="checkbox"/> Absences in classes, meetings, and appointments are excessive	<input type="checkbox"/>
Punctuality	<input type="checkbox"/> Arrives to class and other commitments at the scheduled time	<input type="checkbox"/> Occasionally arrives at class and other commitments later than the scheduled time	<input type="checkbox"/> Frequently arrives at class and other commitments later than the scheduled time	<input type="checkbox"/> Consistently arrives at class and other commitments later than the scheduled time	<input type="checkbox"/>
Personal Appearance	<input type="checkbox"/> Consistently adheres to stated dress code and expected attire for specific contexts.	<input type="checkbox"/> Requires occasional direction in complying with dress code and context-specific expectations.	<input type="checkbox"/> Frequently requires direction in complying with the stated dress code	<input type="checkbox"/> Frequently ignores the stated dress code and does not make corrections after receiving directions	<input type="checkbox"/>
Values Learning	<input type="checkbox"/> Values and demonstrates enthusiasm about professional development, course content, and field experiences	<input type="checkbox"/> At times, does not appear interested in professional development, course content, and/or field experiences	<input type="checkbox"/> Frequently appears uninterested in professional development, course content, and/or field experiences	<input type="checkbox"/> Openly demonstrates a negative attitude about professional development, course content, and/or field experiences	<input type="checkbox"/>
Collegiality	<input type="checkbox"/> Seeks opportunities to share ideas. Seeks assistance from and collaborates with colleagues in an appropriate manner	<input type="checkbox"/> Does not actively seek opportunities to collaborate, but participates thoroughly and positively when required	<input type="checkbox"/> Is at times resistant to collaboration and/or participates at a minimal level when required to collaborate	<input type="checkbox"/> Is openly resistant to opportunities to share, collaborate or learn from others and/or does not participate when required.	<input type="checkbox"/>
Self-Awareness	<input type="checkbox"/> Does not seek undue attention. Is aware of the needs of others in interactions	<input type="checkbox"/> At times, calls inappropriate attention to self, and/or dominates the conversation, but responds to redirection when provided	<input type="checkbox"/> Often calls inappropriate attention to self, and/or dominates the conversation, but responds to redirection when provided	<input type="checkbox"/> Frequently draws inappropriate attention to self, interrupts or dominates conversation and does not respond to redirection	<input type="checkbox"/>

Acceptance	<input type="checkbox"/> Values the perspectives of individuals from diverse experiential backgrounds. Considers opinions of others with an open mind.	<input type="checkbox"/> Is at times unaware of the perspectives of others, but is open to feedback and/or correction and responds with openness to others.	<input type="checkbox"/> Is at times unaware of the perspectives of others and/or occasionally expresses closed opinions. Is resistant to feedback, but will comply to specified guidelines for behavior	<input type="checkbox"/> Ignores and/or is openly disrespectful of the backgrounds, experiences, and/or opinions of others Does not respond to feedback and makes no apparent effort to modify behavior.	<input type="checkbox"/>
P Score					Total Score:
	Comments:				

Emotional Maturity (EM) Note: A single, significant or extreme event in any category may result in a score of 1.					
Disposition	Proficient - 4	Developing - 3	Needs Improvement – 2	Unacceptable - 1	Not Observed
Reliability	<input type="checkbox"/> Exhibits reliability and dependability in all coursework as well as in all field experiences	<input type="checkbox"/> Requires occasional reminders to complete requirements in coursework and field experiences	<input type="checkbox"/> Requires frequent reminders to complete requirements and/or occasionally fails to complete requirements	<input type="checkbox"/> Frequently fails to fulfill obligations in coursework and/or fails to complete field experience requirements	<input type="checkbox"/>
Self-Initiative Independence	<input type="checkbox"/> Demonstrates self-initiative and independence in all coursework as well as all field experiences	<input type="checkbox"/> Occasionally needs some additional encouragement or assistance in coursework and/or field experiences	<input type="checkbox"/> Consistently needs additional encouragement or assistance in coursework and/or field experiences	<input type="checkbox"/> Is overly dependent on others in coursework and/or field experiences	<input type="checkbox"/>
Conflict Management	<input type="checkbox"/> Identifies and accepts personal responsibility in conflict/problem situations. Initiates communication to resolve conflicts	<input type="checkbox"/> Accepts personal responsibility in conflict/problem situations when approached and is then willing to work toward resolution.	<input type="checkbox"/> Resists personal responsibility in conflict/problem situations when approached. Will work toward resolution when required.	<input type="checkbox"/> Does not recognize personal responsibility in conflict/problem situations and/or will not engage in efforts toward resolution.	<input type="checkbox"/>

Flexibility	<input type="checkbox"/> Accepts less than ideal situations when necessary and adapts appropriately to change and/or unexpected events	<input type="checkbox"/> Exhibits mild frustration when faced with less than ideal situations and/or unexpected events, but adapts with appropriate support	<input type="checkbox"/> Exhibits moderate frustration when faced with less than ideal situations and/or unexpected events and/or struggles to adapt even with support	<input type="checkbox"/> Frequently complains and/or expresses strong frustration if faced with difficulty and/or will not make adaptations when provided with support or feedback	<input type="checkbox"/>
Emotional Constancy	<input type="checkbox"/> Acts from a positive frame of reference; Expresses and/or responds to emotions appropriately	<input type="checkbox"/> Occasionally acts from a negative frame of reference and/or expresses emotions in a less than ideal manner	<input type="checkbox"/> Is frequently negative and/or expresses emotions in a less than ideal manner	<input type="checkbox"/> Emotional responses are extreme and inappropriate	<input type="checkbox"/>
EM Score					Total Score:
	Comments:				

Ethics/Integrity (EI) * A score of 1 in any area of this category may result in dismissal from the ACU Teacher Education Program.					
Disposition	Proficient - 4	Developing - 3	Needs Improvement – 2	Unacceptable-1	Not Observed
Integrity of Speech	<input type="checkbox"/> Communication is forthright, honest, inclusive and respectful	NA	<input type="checkbox"/> At times engages in gossip rather than communicating directly to those involved and/or language include bias (racial, gender, economic, etc.)	<input type="checkbox"/> Communication includes one or more of the following: *Dishonesty *Slander *Prejudicial language *Crass/obscene language	<input type="checkbox"/>
Ethical Behavior	<input type="checkbox"/> Adheres to the ACU Policy of Academic Integrity, ACU Student Code of Conduct and the Texas Educator Code of Ethics	NA	NA	<input type="checkbox"/> Fails to adhere to the ACU Policy of Academic Integrity, ACU Student Code of Conduct and/or the Texas Educator Code of Ethics	<input type="checkbox"/>

EI Score:					Total Score:
Comments					

Indicate the context for this review: (Circle one)

Review #1
EDUC 211

Review #2
READ 363
READ 322

Review #3
Clinical Teaching Application

Additional Review
Provide a description of the context of concern.
A Formal Review of Concern is recommended.

Candidate Signature

Printed Name

Date

Reviewer's Signature

Printed Name

Date