### Special Education Graduate Program
### Disposition Evaluation Form

**Student Name** ______________________________________________  **Course** ____________________________________

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<thead>
<tr>
<th></th>
<th>Acceptable</th>
<th>Acceptable with Concerns</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td><strong>Collaboration</strong></td>
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<tr>
<td>Works together with others to achieve a common goal</td>
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<td><strong>Honesty/Integrity</strong></td>
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<tr>
<td>Demonstrates truthfulness, professional behavior and trustworthiness</td>
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<td><strong>Respect</strong></td>
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<td>Honors, values, and demonstrates consideration and regard for oneself and others</td>
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<td><strong>Commitment to Learning</strong></td>
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<tr>
<td>Demonstrates a respect for and is serious about knowledge acquisition</td>
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<tr>
<td><strong>Emotional Maturity</strong></td>
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<tr>
<td>Demonstrates situationally appropriate behavior</td>
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<tr>
<td><strong>Responsibility</strong></td>
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<tr>
<td>Acts independently and demonstrates accountability, reliability, and sound judgment</td>
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<td><strong>Fairness</strong></td>
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<tr>
<td>Demonstrates commitment to meet educational needs of all students in a caring, non-discriminatory, and equitable manner</td>
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<tr>
<td><strong>Belief that All Students Can Learn</strong></td>
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<tr>
<td>Demonstrates behaviors that support a culturally diverse educational environment that provides opportunities for all students to learn</td>
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<td><strong>Academic Performance</strong></td>
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<td>Demonstrates academic skills required for course success</td>
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**Additional Comments**

__________________________________________________

**Date** __________________________

**Professor’s Signature**

Copy to be sent to C&I Department Chairperson.
Elementary Education and Reading Graduate Programs
Disposition Indicators

Student Name ______________________________________________  Course __________________________________________

A: Acceptable       AC: Acceptable with Concerns   U: Unacceptable

**Collaboration: Works together with others to achieve a common goal**
- Makes contribution to group effort
- Supports decisions of group willingly, even if different from own
- Makes relevant contributions to discussion

**Commitment to Fairness: Demonstrates classroom behaviors that are consistent with fairness and equity**
- Displays equitable treatment of others
- Demonstrates positive attitudes towards diverse cultures and learners

**Commitment to the belief that all students can learn**
- Conveys high expectations for achievement
- Accepts different learning styles
- Reflects on the effect of their instruction on individual learners

**Commitment to Learning: Demonstrates a respect for learning and is serious about content and pedagogical knowledge**
- Values instructional time
- Demonstrates positive attitude toward learning

**Emotional Maturity: Demonstrates situationally appropriate behavior**
- Responds to situations professionally
- Acts from a positive frame of reference most of the time, including when changes occur
- Accepts feedback from others

**Honesty/Integrity: Demonstrates professional behavior**
- Makes decisions and acts with honesty and integrity
- Gives credit to others when using their work

**Respect: Honors, values, and demonstrates consideration and regard for oneself and others**
- Listens attentively to others in a variety of contexts
- Interacts in a polite and respectful manner

**Responsibility: Acts independently and demonstrates accountability, reliability, and sound judgment**
- Accepts consequences for personal actions or decisions
- Submits assignments on time or follows procedures for extensions
- Prepares for classes, meetings, and group work
- Ensures accuracy of information for which he/she is responsible
- Arrives for class on time
- Attends class regularly

**Additional Comments**

__________________________________________________________________________________

Date ________________________  

Professor's Signature
Copy to be sent to C&I Department Chairperson.
Graduate Elementary Education Program: Additional Assessment of Dispositions

In the Capstone Courses for the program (C&I 600, ECH 603), candidates reflect on their ability to teach in ways that demonstrate desired dispositions.

Commitment to the belief that all students can learn
   In what ways does your teaching reflect the belief that all students can learn?

Commitment to Fairness: Demonstrates classroom behaviors that are consistent with fairness and equity
   What types of diversity are important for teachers to address in their classrooms?

   In what ways does your teaching reflect your commitment to meeting the educational needs of all students in a caring, non-discriminatory and equitable manner?

   What steps have you taken to develop a classroom climate that values diversity?

Graduate Reading Program (Reading Specialist); Additional Assessment of Dispositions

Faculty observe each candidate as he/she teaches a student during two required practicum. The following question is included on the observation form that provides information about candidates' dispositions:

   Interactions with the tutee reflected an ethical and caring attitude.