

**Eastern Illinois University English Department
Disposition Evaluation Rubric for Cooperating Teachers**

Directions:

- Please take a moment to evaluate the EIU teacher certification candidate who completed field research (observation hours) within your classroom by simply circling the appropriate number for each category below, printing & signing your name, and recording the information for your school.
- After you have completed this form place it in the blank envelope provided by the candidate and sign your name across the envelope seal to ensure confidentiality.
- You may return this envelope to the candidate who will then deliver it to his or her methods instructor.
- Your time and cooperation in helping us assess the dispositional traits of our candidate is much appreciated.
- Please note: Our EIU teacher certification candidates are required to submit a disposition evaluation rubric to each teacher with whom they complete clinical experiences hours.

DISPOSITIONAL AREA	DOES NOT EXHIBIT	OCCASIONALLY EXHIBITS	CONSISTENTLY EXHIBITS	NO BASIS FOR JUDGMENT
<p>Interaction with Students/Others (IWS) Refers to behaviors that demonstrate the candidate's regard for the learners/others. These may include acts of fairness, respectful tone of voice, positive use of humor, and interest in students/others as individuals. Candidate should demonstrate a supportive and encouraging atmosphere for learning through interactions with students/others. NCTE VII.1</p>	1	2	3	NA
	Comments:			
<p>Professional Ethics & Practices (PEP) May be evidenced through acceptable dress and grooming, and timeliness, not only in arrival and departure, but in completion of tasks. Includes appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences. The candidate incorporates and values the reflective process. NCTE VII.1</p>	1	2	3	NA
	Comments:			
<p>Effective Communication (EC) Refers to one's regard for honest, fair, and accurate communication. Encompasses the belief that teachers must model effective communication. Effective, non-judgmental communication considers the audience as well as the message. NCTE VII.1</p>	1	2	3	NA
	Comments:			
<p>Planning and Teaching for Student Learning (PTSL) Refers to the belief that all individuals can learn. These beliefs are evidenced in the acts of planning and teaching. Positive dispositions in this area are reflected in rich and varied teaching approaches and assessments. NCTE III.1, IV.4, V.1, V.2, VI.1, VI.2</p>	1	2	3	NA
	Comments:			
<p>Sensitivity to Diversity and Equity (SDE) Candidate demonstrates sensitivity to diversity through his/her actions, language and discourse. This is evidenced by modifying instructional approaches to meet the needs of diverse learners. Opportunities are equitable regardless of student characteristics such as race, gender, disability, and socio-economic status. NCTE III.1, IV.4, V.1, V.2, VI.1, VI.2</p>	1	2	3	NA
	Comments:			

Teacher Candidate Name & EIU Course: _____ Jr/Sr High School Name: _____

Cooperating Teacher Name (Print): _____ School Address: _____

Signature & Date: _____

Eastern Illinois University English Department
Disposition Evaluation Rubric for Cooperating Teachers
Candidate Instructions

Purpose: Eastern Illinois University adheres to the following belief: “a student teaching candidate can have excellent content knowledge, but if he/she does not display positive dispositions for successful teaching and learning, the candidate will not be successful in the profession of teaching.” As a part of our dedication to ensuring that all student teaching candidates possess the necessary dispositional skills to be successful in the classroom, the university has decided that all methods students should be assessed in the five core dispositional areas in their methods classes. This evaluation, completed by your cooperating teacher(s) in the field, allows methods instructors to more accurately assess your dispositions. The feedback provided on this form, along with the dispositions you display throughout your methods coursework, will determine your final dispositions assessment for this course.

Directions: Please read the following directions carefully to ensure that you properly follow the protocol for completing this evaluation.

- The attached form will need to be given to EACH teacher you observe during your five clinical experience hours. (As such, it is suggested that you make multiple copies of this form before entering the secondary building you will observe in incase you are placed in more than one room for your field work experience). Please ensure that you record all of the information at the bottom of the form (your name, the teacher’s name, the school, the school address) prior to handing them the form. Not doing so could result in you not getting credit for the assessment if it is submitted blank.
- EACH evaluation form must be accompanied with a blank envelope for submission. (Again, it is suggested that you have multiple envelopes on hand during your observations).
- After you have completed observing a specific teacher, you will provide him/her with BOTH the disposition evaluation rubric and a blank envelope. (The directions are provided at the top of the form for the cooperating teacher).
- After the cooperating teacher is finished assessing you, he/she will place the evaluation form in the blank envelope you provided and sign along the seal to ensure that confidentiality has not been compromised and you have not been able to review the contents of the evaluation. **DO NOT LEAVE THIS FORM WITH THE COOPERATING TEACHER and DO NOT EXPECT THEM TO MAIL THIS FORM IN FOR YOU** as the directions to not state to do this (and no mailing address is provided). You should have this completed evaluation (inside the envelope) in your possession by the time you leave this teacher on the **LAST** day of your observation with him/her.
- Once your observation hours are complete and your disposition evaluation forms have been collected, these will be turned in to your methods instructor per his/her instructions. Keep these forms safe until you have been instructed to turn them in. Place your name on the front of the envelope housing the disposition evaluation form (on the opposite side of the envelope where the cooperating teacher signed). Remember that your observation hours should be completed prior to the due date listed on the syllabus for the draft of the pedagogy reflection essay.

Due Dates:

Observation hours should be completed prior to _____.
These disposition evaluations will be due to your instructor on _____.