**University of Pittsburgh at Bradford  
Education Program**

NAME OF STUDENT: COURSE:

NAME OF EVALUATOR: DATE:  
  
 ***Please add any comments on the bottom of the page, especially if a ranking of “N” is given.***

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| **PROFESSIONAL DISPOSITIONS INVENTORY**  Dispositions should lead to actions and patterns of professional conduct. Teachers should be role models and model positive behaviors for their students. The dispositions, briefly described, have been aligned to the domains and components of the Charlotte Danielson Framework for Teaching (2007) that forms the core of the knowledge base within the teacher education unit conceptual framework. The following rubric provides a synthesis and summary evaluation of the candidate’s professional dispositions.  D = Distinguished: Strives for excellence and is above average in character trait  P = Proficient: Demonstrates expected levels of the character trait  N = In need of improvement: Behavior or attitude lacking or below expected levels | | | |
| PROFESSIONAL DISPOSITIONS | D | P | N |
| Ability to accept constructive criticism graciously: Candidate listens carefully to feedback, responds by making suggested changes, views feedback as an opportunity for growth, and does not act defensively or make excuses. *(Teachers should be thoughtful about their teaching, critically examine their teaching practices, and strive for ongoing professional improvement ~ Danielson).* |  |  |  |
| Enthusiasm & Engagement: Candidate demonstrates enthusiasm for course content and willingly participates in group discussions and class activities. *(Student teachers initiate or adapt activities and projects to enhance their understanding. Teachers should promote and support curiosity in students and encourage active inquiry ~ Danielson).* |  |  |  |
| Persistence: Candidate demonstrates the commitment to task completion at a high level of competency even when faced with challenges. *(Teachers should be committed to mastering best practices informed by sound theory ~ Danielson)* |  |  |  |
| Organization: Candidate demonstrates efficient and effective organizational skills. *(Teachers establish and monitor routines, procedures ..., and the efficient use of time. ~ Danielson)* |  |  |  |
| **Self-reflection**: Candidate reflects on his/her personality traits and professional skills, understand how these may affect others, and identify strategies for improvement. *(Teachers should recognize that professional reflection combined with experience leads to professional growth ~ Danielson).* |  |  |  |
| Resourcefulness: Candidate develops, utilizes, and shares with others a wide range of personal and professional resources in professional endeavors. *(Teachers should be professionally active lifelong learners ~ Danielson).* |  |  |  |
| Honesty and Integrity: Candidate models personal and academic integrity, takes responsibility for his or her actions, is truthful and honest when dealing with parents, students, faculty and staff, and acts for the good of the school and university community. *(Teachers should exercise sound judgment and ethical professional behavior, including online activity, that models personal and academic integrity ~ Danielson).* |  |  |  |
| **Diversity**: Candidate demonstrates the belief that all children can learn and shows respect for all forms of diversity. *(Teachers should be sensitive to individual differences among students. Interact effectively and respectfully to promote understanding of students’ varied cultural traditions and learning strengths and needs ~ Danielson).* |  |  |  |
| Respect for others: Candidate develops and maintains collegial and respectful relationships that encourage sharing, planning and working together and appreciates the various attitudes, beliefs, ideas and opinions of others. *(Teachers should interact with their students, colleagues, administrators, parents, and community members with courtesy, civility and support that represents a positive role model ~ Danielson).* |  |  |  |
| Self-reliance: Candidate looks to him/herself first to solve problems drawing on his or her own abilities and knowledge for solutions. *(Teachers should demonstrate procedures to increase self-awareness, self-control, self-reliance, and self-esteem in students and themselves ~ Danielson).* |  |  |  |
| Preparedness: Candidate thoroughly and consistently prepares for classes and field experiences. Candidate submits assignments and field reports by established due dates. *(Teachers should model dedication and professionalism by punctual class attendance, active and respectful participation, completion of readings and assignments, and overall performance in courses ~ Danielson).* |  |  |  |
| Professionalism: Candidate follows the requirements of the school and university in terms of timeliness, dress, grooming and demonstrates full commitment to the field of education and is eager to take on and fulfill responsibilities. (*Teachers should model appropriate grooming and dress. Teachers model appropriate oral and written language ~ Danielson).* |  |  |  |
| Communication: Candidate demonstrates appropriate and professional communication skills (i.e. email, telephone). |  |  |  |

**Comments:**

**Benchmark Courses**

* **EDUC 0204 Introduction to Education**
* **EDUC 0235 Instructional Design**
* **EDUC 1307 Secondary Methods**
* **EDUC 1318 Early Math Foundations**
* **EDUC 1325 Development of Exceptional Children**
* **EDUC 1345 Educational Theories and Practices**
* **HPEDU 1400 Methods of Teaching Physical Education**

**Any instructor can complete a dispositions inventory at any time he/she feels it is necessary.**

**Please save electronically in this format: Last name, first name, course number, Disp. Inv.**

**Submit inventories as email attachments directly to Jody Randolph at** [**jar1@pitt.edu**](mailto:jar1@pitt.edu)**.**