

Dispositions

	Unsatisfactory (1 pt)	In Progress (2 pts)	Proficient (3 pts)	Exemplary (4 pts)
1.Prepared: To think critically about the process of teaching, learning and assessment. (1, 33%)	Interactions and dialogue fail to focus on teaching and learning. Tasks are not completed and no actions address meeting the learning needs of all students.	Interactions and dialogue address completing tasks related to teaching and learning.	Interactions and dialogue address the quality of teaching and learning with an emphasis on understanding and supporting the individual needs of all learners. The relationship between teacher performance and student performance is critically analyzed. Adjustments in curriculum, instruction, and assessment are attributed to this analysis.	Interactions and dialogue consistently address the quality of teaching and learning with an emphasis on understanding and supporting the individual needs of all learners. The relationship of teacher performance, student performance, and support services are critically analyzed. This analysis provides formative and summative data for adjustments in curriculum, instruction, and assessment.
2.Able: To be Creative, challenging, and flexible in teaching/professional practices. (1, 33%)	Interactions and dialogue fail to demonstrate a commitment to providing a creative, challenging, and flexible learning environment that supports all students fairly and equally.	Interactions and dialogue suggest some intention for providing a creative, challenging, and flexible learning environment that supports all students fairly and equally.	Interactions and dialogue provide a creative, challenging, and flexible learning environment that supports all students fairly and equally.	Interactions and dialogue provide evidence of multiple approaches to providing a creative, challenging, and flexible learning environment that supports all students fairly and equally. Regular, consistent monitoring of the educational processes guide school improvement.
3. Responsive: To act in a fair manner that is empathetic, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others. (1, 33%)	Interactions and dialogue are limited and generic in nature. No	Interactions and dialogue are centered of meeting the needs of	Interactions and dialogue are centered on meeting the development	Interactions and dialogue are centered on a comprehensive approach for

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	evidence of ability to be caring when interacting with students, peers, or parents. There is no viable learning community to demonstrate being empathetic (caring), inclusive, and enthusiastic towards students, peers, and parents.	students, peers, and parents. Interactions and dialogue seldom go beyond required duties. Some behaviors (verbal and nonverbal) indicate caring for students, peers, or parents.	needs and concerns of students. A variety of verbal and nonverbal behaviors clearly demonstrate caring for all students, peers, and parents. A learning community is active and behaves in an empathetic (caring), inclusive, and enthusiastic manner.	meeting the developmental needs of students. The voices of students, parents, and the community are sought in a proactive way. The learning community demonstrates a strong and consistent commitment for being empathetic (caring) inclusive, and enthusiastic when responding to individuals.