

## Professional Dispositions of Effective Educators – Evaluator Form

The University of Delaware (UD) professional education faculty and staff and their school-based partners have the responsibility of evaluating UD professional education candidates' effectiveness. We use a variety of instruments and methods to ensure our candidates acquire the knowledge, skills, and dispositions necessary to be effective in today's classrooms.

Please complete all sections of the table below. Provide specific examples that support the evaluation. If there are areas in which the candidate needs to improve, then describe specific details and outline the improvement plan.

Candidate's name: \_\_\_\_\_ Major: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Name of individual completing the form: \_\_\_\_\_

Role (e.g., instructor, supervisor): \_\_\_\_\_

Candidate's advisor: \_\_\_\_\_ Credits completed: \_\_\_\_\_

Overall GPA: \_\_\_\_\_ (if applicable)

### UD Dispositions

As an effective educator, the candidate:	Rating:		Comments
	Rarely	1	
	Sometimes, but Not Consistently	2	
	Consistently	3	
	No behaviors related to this indicator observed	N/A	
1. Demonstrates commitment to the belief that all learners can achieve by persisting in helping each learner reach his/her full potential.			
2. Exhibits enthusiasm, initiative, and a positive attitude.			
3. Respects and considers the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.			
4. Respects learners as individuals with differing personal and family backgrounds, and with varying skills, abilities, perspectives, talents, and interests; he/she is committed to using this information to plan effective instruction.			
5. Takes responsibility for his/her learners' learning and uses ongoing analysis and reflection using current research, education, and policy to improve his/her planning and practice.			
6. Reflects on constructive criticism and guidance, and appropriately modifies his/her behavior or practice.			
7. Demonstrates the ethical use of assessment and assessment data to identify learners' strengths and needs (e.g., shares learner data appropriately).			
8. Demonstrates professionalism by being on time; representing him/herself appropriately through dress, language and communications, including social media; and meeting deadlines.			

**1. Area(s) for Improvement**

**2. Improvement Plan**

3. If a dispositions meeting is held, indicate the outcome below.

- ☐ Candidate does not need an improvement plan.
- ☐ Candidate needs to fulfill an improvement plan.
- ☐ The program coordinator will consult with the department chair on the candidate's status in the program.

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Signature, Evaluator

Date

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Signature, Candidate

Date

*The candidate's signature indicates only that s/he has read the form, not that s/he agrees with the assessment of his/her performance. The candidate's signature does indicate a willingness to fulfill the improvement plan.*