

Mentor Teacher: Please complete this form and return it to your teacher candidate.

Brenau University Carole Ann Daniel College of Education Placements Dispositions Rubric (PDR) Report

Teacher Candidate

ID #

Semester/Year

Completed by

These are professional behaviors each teacher candidate should demonstrate in a placement. Please highlight one box in column 1, 2, 3, or 4 for each item based on the candidate's performance. Please mark a box for every item. Note: A rating of #3. Proficient indicates a classroom-ready teacher.

Rated Item	1	2	3	4
	Unacceptable	Needs Dev.	Proficient	Exemplary
1. Integrity Abides by professional codes of ethics for teaching and demonstrates ethical conduct and integrity in his/her actions. Is a person of good reputable character. Always maintains confidentiality.	Behaves in such a way that initial certification would be denied or suspended , such as failure to report potential child abuse, inappropriate conduct with students, use of alcohol on school premises	Behaves in such a way to warrant a reprimand <u>OR</u> warning ,	Abides by professional codes of ethics and demonstrates ethical conduct and integrity in his/her actions. Is a person of good reputable character. Always maintains confidentiality.	Abides by professional codes of ethics and demonstrates ethical conduct and integrity in his/her actions. Is a person of reputable character. Always maintains confidentiality, AND exemplifies behavior that represents the education profession with dignity and integrity.
2. Interaction with Students Interacts positively and maintains appropriate relationships with students.	Interacts negatively with students , such as yelling or screaming at a student and/or belittling students.	May struggle with managing a class of students and possibly resort to yelling at the class; <u>OR</u> fails to maintain an appropriate relationship with students , such as taking on a "friend role" without maintaining a sense of authority.	Interacts positively and maintains appropriate relationships with students.	Interacts positively and maintains appropriate and caring relationships with students AND has good rapport with all students.
3. Attitude & Demeanor Maintains a positive attitude and demeanor. Is flexible, professional, and enthusiastic.	Is negative about the school, administration, and/or students . Is resistant to changes , causing complications by word or actions . Demonstrates an unprofessional attitude.	Is professional in attitude and demeanor, but does not exhibit enthusiasm . May seem apathetic or speak freely of discontent with the school, administration, and/or students.	Maintains a positive attitude and demeanor. Is flexible, professional, and enthusiastic.	Maintains a positive attitude and demeanor AND encourages others to do so as well . Is flexible, professional, and enthusiastic.
4. Communication Communicates effectively and professionally in all domains.(verbal, nonverbal, written, technologically) and with tact.	Communicates unprofessionally or without tact , or does not communicate at all . Does not use accepted conventions or vocabulary when communicating.	Fails to contact parents or guardians for needed intervention or only communicates with parents or guardians solely about students' poor performance or behavior . May use technology for communication but uses it ineffectively (e.g. teacher website is not updated regularly). May not speak clearly or loudly , or may be inconsistent with use of accepted conventions and vocabulary.	Communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact, using accepted conventions and vocabulary. May choose to use text messaging app or a website to communicate with parents, but does so with weekly or bi-weekly updates. Is prompt with communicating with parents or guardians regarding students' good performance or behavior.	Communicates effectively and professionally in all domains (verbal, nonverbal, written, technologically) and with tact, using accepted conventions and vocabulary. May choose to use text messaging app or a website to communicate with parents, but does so with weekly or bi-weekly updates. Is prompt with communicating with parents or guardians regarding students' performance or behavior, both for areas needing improvement and areas of progress or excellence . Communicates with a personal tone and care when interacting with parents or guardians and students.
5. High Expectations for All Students Is committed to student learning and believes all students can learn.	Has low expectations for some students , demonstrated in ways such as attitude toward students, lowering standards for some students, spending less time assisting lower achieving students , etc.	Expresses a belief that all students can learn but limits teaching style primarily to one method.	Is committed to student learning and believes all students can learn. Holds high expectations for all students, demonstrated by effort to plan and provide instruction to reach a variety of learners.	Is committed to student learning and believes all students can learn. Holds high expectations for all students AND tailors learning opportunities to capitalize on all students' academic

Holds high expectations for all students.				abilities, cultural experiences, and backgrounds.
6. Attendance/Punctuality Is always present and on time to work/school, meetings, and events. Please list: ___ absent ___ tardy ___ left early	All absences, tardies, and times left early total 2 or more.	All absences, tardies, and times left early total 1 or less.	0 absences, tardies, and/or times left early; attends all that is required.	0 absences, tardies, and/or times left early; ALSO attends non-mandatory activities. List non-mandatory activities attended:
7. Dependability & Reliability Demonstrates consistency in tasks and responsibilities; is considered to be reliable and dependable by peers, professors, and mentor teachers.	Leaves tasks unfinished ; has developed a reputation of being unreliable.	Is inconsistent with completion of tasks and responsibilities.	Demonstrates consistency and follow-through in tasks and responsibilities; is considered to be reliable and dependable by peers, professors, and mentor teachers.	Demonstrates consistency and follow-through in tasks and responsibilities; AND is regarded as an example of reliability and dependability in all dealings with peers and the entire school community.
8. Interaction with Adults Interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues, etc.)	Interacts in an unacceptable manner with adults ; for example, might use vulgar or inappropriate language in a professional setting, yell at or harass another adult , or have inappropriate physical contact with another adult.	Appears uncomfortable around parents, colleagues , etc. and interacts at a minimal level.	Interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues etc.).	Interacts positively and maintains appropriate and professional relationships with adults (includes parents, colleagues, etc.). Seeks out opportunities to foster a positive and professional relationship with adults within the school.
9. Collaboration Works collaboratively with colleagues and is a valuable member to the team. Is cooperative and a team player who is willing to assist and accept responsibilities.	Is unwilling to work with other candidates, mentor teacher(s), or school personnel ; OR is aggressive toward other candidates.	Has difficulty working collaboratively. Issues of gossip, pettiness, or other poor team-member characteristics may be present. May not carry own weight on collaborative projects/work.	Works well with other candidates, mentor(s), or school personnel. Is a responsible and cooperative team member. Carries own weight on collaborative projects/work.	Works well with other candidates and mentor(s). Is a responsible and cooperative team member AND actively contributes to an atmosphere of collegiality. Initiates collaboration , carries own weight on collaborative projects/work, and is willing to take on a reasonable amount of responsibility to help the team accomplish its goals.
10. Organization and Preparedness Organizes classroom to optimize learning and provides academically challenging learning environment. Is well-prepared for teaching.	Does not have lessons planned prior to teaching ; OR organization of the lesson or classroom is chaotic in such a way that impedes student learning and/or leads to boredom.	Has lessons loosely planned. Structure of lesson, classroom management, and/or classroom organization may lead to a loss of instructional time or boredom. May not have all supplies needed for lesson.	Organizes classroom to optimize learning. Is well-prepared for teaching and always has lessons planned beforehand. Always has needed supplies for activities and instruction, and plans for an academically challenging learning environment.	Organizes classroom to optimize learning. Is well-prepared for teaching and always has lessons planned beforehand. Always has needed supplies for activities and instruction, AND organizes and implements lessons that ensure learning opportunities provide students with an academically challenging and engaging learning environment.
11. Teachability & Adaptability Demonstrates a willingness to learn and/or grow professionally and has a commitment to improving his/her practice. Adapts to change and accepts constructive criticism and feedback well.	Does not acknowledge or accept feedback from professors or mentor(s) OR is rude upon receiving constructive criticism. Resists changes implemented by school administration or mentor and is unwilling to change/grow as a professional.	Has difficulty in receiving feedback from professors or mentor(s). And/or, is not openly receptive of changes implemented by school administration or mentor.	Demonstrates a willingness to learn and/or grow professionally and has a commitment to improving his/her practice. Is open to consulting relevant literature and reflects upon own practice. Adapts to change and accepts constructive criticism and feedback well.	Maintains a positive and teachable attitude that is contagious AND impacts classmates and colleagues in a way that boosts morale. Consults relevant literature, reflects upon own practice, and shares what he/she learns with peers and/or mentor. Accepts constructive criticism and feedback well, considers feedback thoughtfully and critically, and modifies practice with feedback in mind.
12. Content Knowledge Stays current in field and understands potential biases within	Uses outdated teaching materials or biased materials intentionally. Is uncompromising about own opinion	Uses outdated teaching materials or biased materials unintentionally, without questioning and/or expressing concern. Fails to appreciate that	Is proficient in content knowledge, stays current in field and understands potential biases within own content area, expressed in the consistent selection of	Stays current in field and understands potential biases within own content areas, demonstrated by intentional curriculum material selection and

his/her content areas. Values critical thinking.	about content or about selections/choices of the content.	knowledge is dynamic and shows little evidence of critical thinking.	current and unbiased materials. Values critical thinking.	robust lessons that challenge students to think critically about the content. Values critical thinking, and is, thus, eclectic in practice.
13. Cultural Sensitivity Shows respect for and an understanding of a student's or other person's diversity, including respect of differences in race, class, gender, ability, culture, religion, and sexuality.	Discriminates against certain student(s); makes racial/religious/other slur or demeaning joke(s); does not work with a particular demographic of students.	Interacts more frequently with students who identify with or look/believe like s/he does; <u>OR</u> gender inequity might be present within the classroom (e.g., boys may be called on more than girls and vice versa).	Shows respect for and an understanding of a student's or other person's diversity, including respect of differences in race, class, gender, ability, culture, religion, and/or sexuality.	Creates an atmosphere that models and teaches students to appreciate and respect differences among people, including a respect for and understanding of differences in race, class, gender, ability, culture, religion, and/or sexuality.
14. Assessment Uses assessments ethically, makes appropriate accommodations, and uses a variety of assessments with own students.	Does not make necessary accommodations on assessments, <u>OR</u> uses unfair or unethical assessment practices.	Uses assessments that do not align exactly with the learning objectives, <u>OR</u> uses inconsistent assessment practices, <u>OR</u> does not use multiple assessment measures. Struggles with implementing approved accommodations for assessments. Does not always follow school policies when reporting grades to students and parents.	Uses assessments ethically, makes appropriate accommodations, and uses a variety of assessments, including formative assessments, with own students. Reports assessment results to students and parents/guardians based on school policy.	Uses assessments ethically, makes appropriate accommodations, uses a variety of assessments, including formative assessments, with own students, <u>AND</u> follows school policies for reporting grades. ALSO uses assessment results to help students set goals for their learning.
15. Fairness Makes fair decisions based on data/evidence; treats students fairly and equitably.	Treats some student(s) unfairly based on stereotypes.	Treats all students <u>equally</u> without reference to available data/evidence; AND/OR does not provide equitable educational opportunities tailored to students' needs. Assumes fair means equal.	Makes fair decisions based on data/evidence; treats students fairly and equitably, providing equitable educational opportunities tailored to students' needs.	Makes fair decisions based on data/evidence; treats students fairly and equitably, providing equitable educational opportunities tailored to students' needs. Is an advocate for equity and fairness within his/her school, encouraging colleagues and students to treat all students fairly.
16. Use of Technology Understands and practices legal and ethical boundaries for technology. Uses technology to enhance student learning and communicates efficiently. Misuse of cell phone and/or social media is not an issue with the candidate.	Uses technology in a way that violates school's policies; allows students to access non-lesson related websites; <u>OR</u> teacher candidate hosts a social media forum that violates the school's policy.	Uses cell phone for calls or texting during instructional time or time with students.	Understands and observes legal and ethical boundaries for technology. Uses technology to enhance student learning and communicate efficiently. Misuse of cell phone and/or social media is not an issue with the candidate.	Understands and observes legal and ethical boundaries for technology. Uses technology to enhance student learning and communicate efficiently. Misuse of cell phone and/or social media is not an issue with the candidate. Maintains a professional and ethical demeanor in all technological platforms or all media used and teaches students and/or peers how to use technology safely and ethically.
17. Time Management Plans effectively, manages time well, submits work in a timely manner, and meets deadlines (includes applications and placement requirements). Please list: # ___ deadlines/due dates missed # ___ lesson plans late or not done # ___ submitted tasks late or not at all	Submits lesson plans or other assigned tasks late or not at all; misses deadlines/due dates <u>more than 2 times in the semester.</u> Planned lessons are poorly executed, with significant instructional time lost and/or wasted.	Submits lesson plans or other assigned tasks late or not at all; misses deadlines/due dates <u>no more than 2 times in the semester.</u> Time management of lessons are weak at the start or end of lessons, with some instructional time lost getting the lesson started or with students ending early without clear instructions of how to use any extra time.	Submits <u>all</u> lesson plans and other assigned tasks on time and meets <u>all</u> deadlines/due dates on time. Plans effectively, manages time well, submits work in a timely manner, and meets deadlines. Lesson transitions are paced efficiently, with minimal to no loss of instructional time.	Submits <u>all</u> lesson plans and other assigned tasks on time and often early and meets <u>all</u> deadlines/due dates on time and often early. Plans effectively, manages time well, <u>AND</u> is proactive in meeting deadlines by turning in work early. Lesson transitions are planned and paced efficiently, maximizing instructional time. Assists peers in organizing and managing time.
18. Self-Control	Has an outburst of anger , walks out of the class/meeting/school in anger or	Discusses frustration and stress in front of students <u>OR</u> demeans	Displays composure and self-control and demonstrates the capacity to handle	Displays composure and self-control and demonstrates the capacity to handle stress in a productive manner, <u>AND</u>

Displays composure and self-control and demonstrates the capacity to handle stress.	frustration, <u>OR</u> displays behaviors indicative of inability to handle stress.	students, mentor, school, university, or colleagues.	stress. May discuss frustration or struggles with mentor.	may discuss frustration or struggles with mentor. Is quick to listen and look for a positive solution and does not react rashly. Assists peers in managing the stress that comes
19. Professional Appearance Dresses according to school and Brenau policy and presents self in a professional manner.	Violates the school dress code <u>more than twice in a semester OR after being reprimanded.</u> Is unkempt, wears t-shirts or clothes that support inappropriate content for the school setting (e.g. messages of hate, drugs, sex, etc.).	Breaks school dress code policy <u>no more than twice in a semester</u> ; for example, candidate may wear a skirt, dress, or shirt that is too short; wrinkled clothes; shoes not allowed in the policy.	Dresses according to school policy and presents self in a professional manner.	Dresses according to school policy and presents him/herself in a professional manner. <u>AND</u> is considered a role model for professional appearance and presentation of self.
20. Initiative Displays initiative, creativity, and resourcefulness. Is intrinsically motivated.	Is unable to get started on a task, even with support. Is unable to find a solution to a problem, even with support. Appears to lack motivation.	Needs support in getting started on tasks. Appears to be extrinsically motivated.	Displays initiative, creativity, and resourcefulness. Is intrinsically motivated.	Displays initiative, creativity, and resourcefulness. Is intrinsically motivated, voluntarily assisting mentor teacher. Helps peers think creatively and involves them in resolving issues and becoming more resourcefulness in finding solutions.
21. Professional Judgement Demonstrates professional judgement and makes professional decisions consistently.	Makes a questionable professional decision <u>more than twice in a semester.</u> Is unprofessional among classmates, teachers, and mentors.	Makes a questionable professional decision <u>no more than twice in a semester.</u>	Demonstrates professional judgement and makes professional decisions consistently.	Demonstrates professional judgement, makes professional decisions consistently, <u>AND</u> is a role model for peers with regard to professional judgement; may be sought out by others for wise counsel/guidance.
22. Passion for Teaching Is committed, passionate, and enthusiastic with regard to teaching.	Is apathetic toward teaching and his/her students.	Demonstrates passion OR commitment to teaching, <u>but may not exhibit both.</u> May also lack enthusiasm for the profession.	Is committed, passionate, and enthusiastic with regard to teaching.	Is committed, passionate, and enthusiastic with regard to teaching. Exhibits the passion in such a way that is contagious to peers. Students and mentors comment on the passion and/or positive impact of the teacher candidate.
23. Commitment to School Supports the school mission and vision, is dedicated to the employer/school, and understands and follows policies, procedures, and rules.	Openly complains and speaks negatively about the school <u>OR</u> breaks a policy, procedure or rule <u>more than twice in a semester.</u>	Commitment to the school's mission and vision is not evident; actions are ambiguous and inconsistent. Might break a minor policy, procedure or rule, <u>but no more than twice in a semester.</u>	Supports the school mission and vision, is loyal to the employer/school, and understands and follows policies, procedures, and rules.	Supports the school mission and vision; is loyal to the employer/school, and understands and follows policies, procedures, and rules. Commitment is seen in an outward display of enthusiasm for the school mission and students. Might assist in fundraiser activities, community events, and activities to improve public relations. etc.
24. Problem-Solving Ability Is an active problem solver.	Exacerbates existing problems <u>OR</u> does not contribute to solutions.	Has a tendency to overlook problem and/or avoid working toward a solution to problems when presented.	Is an active problem solver.	Is an active problem solver. Is known as a go-to person among peers for good ideas and solutions.

Please comment below on all items marked Needs Improvement or Unacceptable. Use the back of this sheet if you need more room.

Please print and sign. _____

Date _____

Type or sign your name.