MISSOURI SOUTHERN STATE UNIVERSITY

DEPARTMENT OF TEACHER EDUCATION

Standards of Professional Conduct/Disposition Profile

Likert Scale is adapted from the Missouri Educator Evaluation System.

1. Verbal communication (MEES: 6; CAEP: 3.3; InTASC:3, 6)

The **below baseline teacher candidate** demonstrates no evidence of effective oral communication skills.	The **baseline teacher candidate** demonstrates little evidence of effective oral communication skills. **Concern in meeting the expectation 1**	The **emerging teacher candidate** knows and can demonstrate effective oral communication skills. **Moving toward/meets the expectation 2**	The **developing teacher candidate** can demonstrate strong evidence of effective oral communication skills. **Meets/Exceeds the expectation 3**
	Possible Observable Data Standard English is inconsistent Volume and tone rarely change with the situation Communication lacks clarity and has little impact on the audience Language, shared experiences are sometimes appropriate for the intended audience. Feedback is rarely used or inappropriately provided	*Possible Observable Data* Standard English is mostly consistent Volume and tone are typically adjusted for the situation Initiates communication and consistently interacts with ALL students Communication is relatively clear and the audience is typically able to understand Language and shared experiences are mostly appropriate for the intended audience Feedback is typically used and appropriate for the situation	*Possible Observable Data* Standard English is consistent and enhances communication Volume and tone are adjusted as necessary maximizing the listeners response Communication is clear, concise and the audience is able to grasp what is being said with very few questions Uses language and shares experiences appropriate to the environment Delivers feedback to the intended audience promoting engagement

2. Written Communication /Technology Use (MEES: 6; CAEP: 3.3; InTASC:3, 4, 6)

The **below baseline teacher candidate** demonstrates no evidence of effective written communication/technology skills.	The **baseline teacher candidate** demonstrates little effective written communication/technology skills. **Concern in meeting the expectation 1**	The **emerging teacher candidate** knows and can demonstrate written communication/technology skills. **Moving toward/meets the expectation 2**	The **developing teacher candidate** demonstrates strong evidence of effective written communication/technology skills. **Meets/Exceeds the expectation 3**

	Possible Observable Data Written communication has spelling/grammatical errors and is a distraction to the reader Handwriting is legible Academic language is used inconsistently Language used is inappropriate for the audience Written communication is used as appropriate (social media)	*Possible Observable Data* Written communication has very few spelling and grammatical errors and uses available tools to revise Handwriting is legible Academic language is used consistently Language used is appropriate for the audience Communicates consistently with a variety of stakeholders (parents, peers, students) in multiple formats	*Possible Observable Data* Writes fluently without spelling or grammatical errors Handwriting is legible and enhances communication Academic language is used throughout writing Language used is appropriate for the audience and enhances communication Conveys accurate and consistent communication within multiple formats for all stakeholders (parents, peers, students)

3. Professionalism (MEES: 8; CAEP: 3.3; InTASC 9, 10; MSSU Student Conduct Policy)

The **below baseline teacher candidate** demonstrates no evidence of professionalism.	The **baseline teacher candidate** demonstrates little evidence of professionalism. **Concern in meeting the expectation 1**	The **emerging teacher candidate** knows and can demonstrate professionalism. **Moving toward/meets the expectation 2**	The **developing teacher candidate** consistently demonstrates strong evidence of professionalism. **Meets/Exceeds the expectation 3**
	Possible Observable Data Inconsistently responds to communications in a timely manner Inconsistently punctual and/or present Rarely notifies supervisors or professor of absence/tardy Maintains professional boundaries a majority of the time Turns in work, but may be late Inconsistently acts as a team player Aware of surroundings for professional interactions Maintains academic integrity	*Possible Observable Data* Responds to communication most of the time in a timely manner Is occasionally late/absent but notifies appropriate person and is prepared for the next meeting Maintains professional boundaries Turns in work promptly Functions as a team player with most colleagues Aware of surroundings for professional interactions and is sensitive to the situation(s) Maintains academic integrity	*Possible Observable Data* Responds in a timely manner if not early Shows up to class/work consistently and punctually Aware of surroundings (boundaries) to decrease professional liabilities Turns in work promptly Always a team player and draws colleagues into the group Professional interactions are consistently appropriate for the situation Committed to academic integrity

4. Social Responsibility/Work Ethic (MEES: 8; CAEP: 3.3; InTASC 1, 9, 10; MSSU Student Conduct Policy)

The **below baseline teacher candidate** demonstrates no evidence of effort, responsibility, or cooperation.	The **baseline teacher candidate** shows little evidence of effort, responsibility or cooperation. **Concern in meeting the expectation 1**	The **emerging teacher candidate** demonstrates evidence of effort, responsibility or cooperation. **Moving toward/meets the expectation 2**	The **developing teacher candidate** consistently demonstrates strong evidence of effort, responsibility or cooperation. **Meets/Exceeds the expectation 3**
	Possible Observable Data Meets the standard for the work Inconsistently takes responsibility for seeking solutions to problems Inconsistent class participation Asks questions and answers when called upon	*Possible Observable Data* Meet the standard for the work Consistently takes responsibility for seeking solutions to problems Consistent class participation Asks questions and answers when called upon	*Possible Observable Data* Value goes above and beyond requirements Takes responsibility to implements solutions to problems In-depth knowledge of assigned content Contributes to discussions and encourages others to do the same Asks effective questions and provide answers that contribute to the class objective

5. Affective Capacity (MEES 8; CAEP 3.3; InTASC: 9, 10)

The **below baseline teacher candidate** exhibits no affective capacity.	The **baseline teacher candidate** exhibits little affective capacity. **Concern in meeting the expectation 1**	The **emerging teacher candidate** demonstrates affective capacity. **Moving toward/meets the expectation 2**	The **developing teacher candidate** consistently demonstrates affective capacity. **Meets/Exceeds the expectation 3**
	Possible Observable Data Discusses sensitive issues and remains calms Accepts criticism Email information to superior Recognizes the sensitivities of others Does not give up readily and is unaware of limitations Rarely recognizes impact of their own thoughts/beliefs	*Possible Observable Data* Discusses sensitive issues and remains calms-is able to contribute to feedback Accepts criticism-listens and discusses improvements When addressing an issue may be apprehensive but still discusses the issue and develops a plan to resolve Meets with superior face to face to explain issue and ask for help Recognizes the sensitivities of others and responds positively Inconsistently perseveres and may accept limitations Inconsistently recognizes impact of their own thoughts/beliefs	*Possible Observable Data* Able to identify issues themselves and works toward improving Receptive to criticism and is able to help create a resolution Accepts responsibility and explains resolution to issue Able to overcome social and emotional obstacles Meets with superior face to face to discuss issues and provides possible solutions Proactive in recognizing the sensitivities of others and plans accordingly Consistently perseveres yet accepts limitations Consistently recognizes impact of their own thoughts/beliefs

6. Candidate Readiness as Learner/Preservice Teacher (MEES 1, 4, 5, 7; CAEP 3.3; InTASC: 5, 6, 7, 8)

The **below baseline teacher candidate** demonstrates no evidence of readiness to learn/teach.	The **baseline teacher candidate** shows little evidence of readiness to learn/teach. **Concern in meeting the expectation 1**	The **emerging teacher candidate** demonstrates evidence of readiness to learn/teach. **Moving toward/meets the expectation 2**	The **developing teacher candidate** consistently demonstrates strong evidence of readiness to learn/teach. **Meets/Exceeds the expectation 3**

	Possible Observable Data	*Possible Observable Data*	*Possible Observable Data*
	Accepts constructive feedback Inconsistently incorporates ideas for improvement Inconsistently balances seeking assistance & working independently Attendance and preparation are adequate Inconsistently takes initiative in classroom tasks Engages few P-12 students Feedback provided to P-12 students is generic Inconsistently applies active & proactive classroom management strategies Infrequently incorporates established procedures and expectations Irregularly establishes developmentally appropriate & aligned learning outcomes, strategies, activities & assessments Incorporates differentiated instruction to meet the needs of FEW P-12 students Infrequently uses assessment to inform instruction and re-teach as necessary	Accepts and attempts to apply constructive feedback Inconsistently incorporates ideas for improvement Inconsistently balances seeking assistance & working independently Attendance and preparation are adequate Responsibly takes initiative in most classroom tasks Actively working to engage P-12 students Feedback is provided consistently to most P-12 students Attempts to apply active & proactive classroom management strategies Working to use established procedures and maintain expectations Irregularly establishes developmentally appropriate & aligned learning outcomes, strategies, activities & assessments Incorporates differentiated instruction to meet the needs of MOST P-12 students Frequently uses assessment to inform instruction and re-teach as necessary	Readily and positively accepts and applies constructive feedback Incorporates ideas for improvement demonstrating evidence of authentic reflection Balances seeking assistance and working independently Rarely absent with all materials prepared and a back-up plan Responsibly takes initiative in ALL classroom tasks P-12 Students are engaged regularly P-12 students are provided with timely & informed feedback Applies active & proactive classroom management strategies Incorporates established procedures & maintains expectations Establishes developmentally appropriate & aligned learning outcomes, strategies, activities & assessments Incorporates differentiated instruction to meet the needs of ALL P-12 students Uses assessments to inform instruction and re-teach as necessary

7. Diversity/Tolerance Mindset (MEES 1, 2, 3; CAEP 3.3; InTASC: 1, 2, 3, 9, 10)

The **below baseline teacher candidate** exhibits no recognition of diversity and application of tolerance.	The **baseline teacher candidate** exhibits little recognition of diversity and application of tolerance. **Concern in meeting the expectation 1**	The **emerging teacher candidate** demonstrates recognition of diversity and application of tolerance. **Moving toward/meets the expectation 2**	The **developing teacher candidate** consistently demonstrates strong recognition of diversity and application of tolerance. **Meets/Exceeds the expectation 3**
	Possible Observable Data Possesses understanding of diverse groups including family status, ethnicities, SES and disabilities Designs lessons that possess knowledge of cultural and academic diversity Creates a safe classroom environment where student differences are recognized Values multiculturalism perspectives and activities Creates some opportunities for positive Interaction among students	*Possible Observable Data* Inconsistently accepts diverse groups including family status, ethnicities, SES and disabilities Designs lessons that provide attention to some cultural and academic diversity Creates a safe classroom environment where some attention is paid to student differences Creates opportunities for some multiculturalism perspective and activities Creates opportunities for positive interaction among students	*Possible Observable Data* Embraces opportunities and seeks understanding for diverse groups including family status, ethnicities, SES and disabilities Designs lessons that meet the needs of cultural and academic diversity Creates a safe environment with zero tolerance where students differences are celebrated Strives to create multicultural perspective and activities throughout the year Rewards and celebrates positive classroom school culture.

8. Collaboration (MEES 7, 9; CAEP 3.3; InTASC: 5, 7, 10)

The **below baseline teacher candidate** exhibits no ability to collaborate.	The **baseline teacher candidate** exhibits little ability to collaborate. **Concern in meeting the expectation 1**	The **emerging teacher candidate** demonstrates ability to collaborate. **Moving toward/meets the expectation 2**	The **developing teacher candidate** consistently demonstrates strong ability to collaborate. **Meets/Exceeds the expectation 3**
	Possible Observable Data Rarely engage with stakeholders Minimum interaction with student(s), parent/guardian, and/or colleague/peer to build relationships Rarely to consider/incorporate new ideas/solutions Listens only to defend or explain actions /decisions Inconsistently collaborates to devise new ideas/strategies Typically has regard for others; fair, equitable Tone is respectful Demonstrates even-temper Demonstrates self-centeredness	*Possible Observable Data* Incorporates with stakeholders occasionally or as required Occasional interaction with student(s), parent/guardian, and/or colleague/peer to build relationships Demonstrates willingness to consider/incorporate new ideas/solutions Listens to understand more than to defend or explain Willingness to collaborate to devise new ideas/strategies Typically has regard for others; fair, equitable Tone is respectful Demonstrates even-temper Refrains from self-centered comments or demeanor	*Possible Observable Data* Seeks opportunities to engage with stakeholders Actively seeks interaction with student(s), parent/guardian, and/or colleague/peers to build relationships Takes initiative to seek out new ideas and solutions Actively listens to understand rather than respond or explain and asks for feedback Consistently collaborates to devise shared ideas/strategies Demonstrates significant regard for others Exhibits respectful tone at all times Even-tempered even in sensitive situations Demeanor is positive, humble, altruistic

9. Reflection and Self-Assessment (MEES 8; CAEP 3.3; InTASC: 1, 9, 10)

The **below baseline teacher candidate** never demonstrates reflection and self-assessment.	The **baseline teacher candidate** rarely demonstrates reflection and self-assessment. **Concern in meeting the expectation 1**	The **emerging teacher candidate** demonstrates reflection and self-assessment. **Moving toward/meets the expectation 2**	The **developing teacher candidate** consistently demonstrates reflection and self-assessment. **Meets/Exceeds the expectation 3**
	Possible Observable Data Meets with mentor Identifies weaknesses Fails to demonstrate academic knowledge of students Takes no initiative and waits to be asked / told Demonstrates willingness to develop personally or professionally	*Possible Observable Data* Meets as needed with mentor Identifies weaknesses and devises a plan for improvement Demonstrates academic knowledge of students to build a relationship Takes initiative to complete required tasks appropriately Demonstrates willingness to develop personally or professionally	*Possible Observable Data* Takes initiative to meet regularly with mentor Engages new strategies to improve weaknesses Actively seeks to understand academic knowledge of student in order to implement strategies for improvement Takes initiative to engage in "above-and-beyond" tasks Intentionally seeks to develop personally/professionally