

Cooperating Teacher & University Supervisor use as a guide to complete the email survey



Dispositions and Indicators of Noble Character

Teacher Candidate: _____ Date: _____ Course: _____

Check one: ☐ Self-Assessment ☐ Professor/University Supervisor
☐ Mentor/Cooperating Teacher

<i>Indicator</i>	<i>1-4</i>	<i>Behavioral Evidence to Look For:</i>
1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.		• Treats all students and adults equally with civility and grace • Retains a non-judgemental demeanor • Displays a professionalism in dress, posture and attitude • Committed to social justice, equality and cultural competency • Consistent in word and actions • Practices forgiveness and love for one another • Follows through with commitments
2. Spirit in Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve their potential.		• Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role • Openly considers the contributions of diverse learners • Proactive rather than reactive with classmates, teachers, parents, staff and students • Employs healthy conflict resolution skills in one-on-one and group situations • Assists in resolving conflict and promotes acceptance of one another

		Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms
3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill her or his full potential.		- Articulates and models their calling to their profession - Understands personal strengths and demonstrates consistent performance in given activities - Takes responsibility for their own learning - Develops and monitors a plan that balances personal and professional growth - Looks at an incident/activity to analyze what worked and targets areas for improvement - Asks questions, seeks support and guidance - Uses journals or reflections to record thinking and improve practice
4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.		- Enthusiastic, energetic, prepared, constantly reflecting and improving - Seeks feedback from other professionals with positive spirit - Willingly participates in the school community/activities outside the classroom - Remains involved in the planning and innovation necessary of professionals - Holds high expectations for all, and scaffolds learning when assignments are challenging - Remains aware of all the profession requires and makes changes to own practice

4 – Exceptional: Consistently and spontaneously demonstrates indicators with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teachers if areas for improvement are discussed.

3.5 – Advanced: Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.

3 – Appropriate: Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teachers.

2.5 – Improvement Needed: Lack of this indicator has been evident to peers or teachers. Demonstrates the ability to accept feedback, reflect and improve.

2 – Area of Concern: Demonstration of this indicator frequently missing. May have some difficulty in responding openly to feedback from peers or teachers.

1 – Inappropriate: Demonstrates indicator infrequently if at all. No indication of desire to improve.