

Candidate Disposition Assessment

Use the following rating scale to assess the teacher candidate's performance on the standards described in the left-hand column below.

2 = Met	1 = Developing	0 = Not Met	NB = No Basis
The teacher candidate has demonstrated clear evidence of meeting the target standard.	The teacher candidate has begun to demonstrate evidence toward meeting the target standard, but has not yet met it.	The teacher candidate has not demonstrated evidence of meeting the target standard.	The teacher candidate has not yet had the opportunity to demonstrate evidence of meeting the target standard.

Dispositions	Ratings/ Comments
<p>1. Collaboration: The candidate shows commitment to Collaboration through evidence such as:</p> <ul style="list-style-type: none"> • Listening, communicating and working effectively with others from a range of diverse backgrounds. • Sharing knowledge, expertise, and information with others to advance partnerships and foster professional relationships. • Maintaining a positive/receptive attitude while working with learners, colleagues, employees, supervisors and community members. 	<p>2 1 0 NB</p> <p>Comments:</p>
<p>2. Critical Reflection: The candidate shows commitment to Critical Reflection through evidence such as:</p> <ul style="list-style-type: none"> • Displaying critical inquiry into personal biases, prejudices and instructional/leadership practices. • Seeking, accepting and responding appropriately to constructive feedback from others. • Investigating diverse opportunities to learn about personal competencies and limitations and reflecting on these experiences to improve learning for others. 	<p>2 1 0 NB</p> <p>Comments:</p>
<p>3. Integrity: The candidate shows commitment to Integrity through evidence such as:</p> <ul style="list-style-type: none"> • Being honest, fair, ethical and trustworthy when dealing with learners, colleagues, employees, supervisors and community members. • Adhering to professional codes of ethics and standards of behavior, acting in the best interest of all individuals. • Exhibiting professional practice in appearance, preparation, and punctuality. 	<p>2 1 0 NB</p> <p>Comments:</p>
<p>4. Socially Conscious Responsibility: The candidate shows commitment to Socially Conscious Responsibility through evidence such as:</p> <ul style="list-style-type: none"> • Responding to the needs of all individuals by promoting equitable learning/working opportunities. • Maintaining high expectations for self and others. • Exhibiting initiative, reliability, maturity, and sound judgment in implementing best practices for all learners/workers. 	<p>2 1 0 NB</p> <p>Comments:</p>
<p>5. Socially Conscious Respect: The candidate shows commitment to Socially Conscious Respect through evidence such as:</p> <ul style="list-style-type: none"> • Demonstrating cultural competency, empathy, compassion and rapport when interacting with others. • Being open to diverse ideas and views of all learners/workers. • Seeking to understand varied opinions to exhibit knowledge of differing learning styles. 	<p>2 1 0 NB</p> <p>Comments:</p>
<p>6. Authentic Learning: The candidate shows commitment to Authentic Learning through evidence such as:</p> <ul style="list-style-type: none"> • Exhibiting enthusiasm, initiative, and dedication for the ongoing development and improvement of engaging curricula. • Seeking effective new ideas, diverse perspectives and information to grow continuously as educators/leaders for social justice. • Providing safe, inclusive, equitable leading/working environments for all individuals. 	<p>2 1 0 NB</p> <p>Comments:</p>
<p>7. Advocacy: The candidate shows commitment to Advocacy through evidence such as:</p> <ul style="list-style-type: none"> • Using strategies and policies to reduce negative impact of power relationships and social structures on all learners/workers. • Acting with courage and resolve to ensure that all individuals can learn. • Assuming an effective leadership role that recognizes and challenges social justice. 	<p>2 1 0 NB</p> <p>Comments:</p>