

Professional dispositions are the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to fulfill the vision expressed by the conceptual framework of the School of Education at SUNY Oswego and the InTASC Model Core Teaching Standards. In addition to qualifications such as disciplinary knowledge and pedagogical ability, dispositions of educators impact the experiences and achievement of students in schools. Therefore, it is essential to assess candidate dispositions to ensure they enter their profession fully prepared to be collaborative, reflective, ethical, authentic, and socially conscious and responsible in their decisions, actions, and advocacy. We expect the potential for these dispositions to be exhibited by candidates at entrance to their programs and that candidates will meet expectations for demonstrating all dispositions when they complete their program of study.

Candidate dispositions are assessed several times throughout our programs and by multiple evaluators. Assessment results help to identify the strengths and needs of candidates as well as evaluate the extent to which our programs prepare future educators with the habits of mind and actions for successful practice in their chosen profession.

**DIRECTIONS:** For each disposition in the six priority categories of the SUNY Oswego School of Education Conceptual Framework, there are three described levels of performance. Together these represent a continuum of increasing complexity and sophistication in alignment with the InTASC Learning Progressions for Teachers 1.0. Read each criterion descriptor closely, then choose the level that best describes the candidate’s performance as of the end of the placement. The descriptor associated with *Does Not Yet Meet Expectations* reflects an insufficient or emerging performance. The descriptor associated with *Meets Expectations* reflects an essential level of performance for a beginning teacher. The descriptor associated with *Exceeds Expectations* reflects a performance beyond what is essential for a beginning teacher. At the end of this instrument, you are invited to add comments and identify goals for the teacher candidate.

### INTEGRITY

Educators are expected to exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in productive ways, and act in the best interest of all individuals in the learning community.

	<b>Does Not Yet Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>	<b>Rating</b> (Write number below.)
The candidate...				
<b>Demonstrates Commitment to Ethical Practice</b>  InTASC 9 Professional Learning and Ethical Practice	Does not demonstrate integrity or adherence to professional standards, policies, or laws or does so minimally.	Demonstrates integrity and adherence to professional standards, policies, and laws.	Demonstrates integrity and adherence to professional standards, policies, and laws and supports others in doing the same.	

**SOCIALLY-CONSCIOUS RESPECT**

Educators are expected to demonstrate cultural sensitivity, empathy, and caring. They are expected to seek to understand and work effectively with people who are different from them and believe all students can learn authentically at high levels.

	<b>Does Not Yet Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>	<b>Rating</b> (Write number below.)
The candidate...				
<b>Demonstrates a Strengths-Based View of Learners</b>  InTASC 1 Learner Development	Does not seek information about learners' diverse strengths to promote learners' growth or does so minimally.	Seeks information about learners' diverse strengths and uses these strengths to promote learners' growth.	Works with school professionals and families to gather information about learners' diverse strengths and uses these strengths as the basis for promoting learners' growth.	
<b>Demonstrates High Expectations for All Learners</b>  InTASC 2 Learning Differences	Does not seek strategies and resources to support individual learners and help learners achieve their potential or does so minimally.	Seeks strategies and resources to support individual learners and help learners achieve their potential.	Seeks and adapts strategies and resources to support individual learners and persists in helping learners achieve their potential.	
<b>Demonstrates Commitment to Developing Supportive Learning Environment</b>  InTASC 3 Learning Environment	Does not use strategies to promote respect, positive relationships, inclusivity, collaboration, or meaningful communication or does so minimally.	Uses strategies to promote respect, positive relationships, inclusivity, collaboration, and meaningful communication.	Seeks, models, and uses strategies to promote respect, positive relationships, inclusivity, collaboration, and meaningful communication.	

**SOCIALLY-CONSCIOUS RESPONSIBILITY**

Educators are expected to hold themselves accountable for creating meaningful, authentic learning opportunities and are expected to exhibit initiative, reliability, maturity, and sound judgment in implementing equitable practices.

	<b>Does Not Yet Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>	<b>Rating</b> (Write number below.)
The candidate...				
<b>Demonstrates Commitment to Authentic Learning</b>  InTASC 5 Application of Content	Does not engage learners in exploring real-world application of content or does so minimally.	Engages learners in exploring real-world applications of content.	Engages learners in exploring real-world applications of content and analyzing and proposing solutions to real-world issues.	
<b>Demonstrates Commitment to Identifying and Addressing Bias in Resources</b>  InTASC 4 Content Knowledge	Does not examine perspectives or representations in resources for bias or does so minimally.	Examines perspectives and representations in resources for bias before selecting ones appropriate for implementation.	Examines perspectives and representations in resources for bias and assures that the range of learners are included and positively and accurately represented.	

### CRITICAL REFLECTION

Educators are expected to exhibit self-awareness and critical inquiry into their own biases and educational practices within a socio-cultural perspective. They are also expected to seek and respond to feedback to improve their own practice.

	<b>Does Not Yet Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>	<b>Rating</b> (Write number below.)
The candidate...				
<b>Demonstrates Commitment to Reflective Practice</b>  InTASC 9 Professional Learning and Ethical Practice	Does not engage in analysis of own practice and student learning or does so minimally.	Engages in analysis of own practice and student learning with the goal of improving effectiveness.	Engages in analysis of own practice and student learning and makes visible adjustments in practice to improve effectiveness.	
<b>Demonstrates Commitment to Examination of Personal Biases</b>  InTASC 9 Professional Learning and Ethical Practice	Does not use awareness of personal biases to inform professional decisions or does so minimally.	Uses awareness of personal biases to inform professional decisions.	Uses awareness of personal biases to inform professional decisions and create equitable opportunities for learners.	
<b>Demonstrates Commitment to Professional Learning and Growth</b>  InTASC 9 Professional Learning and Ethical Practice	Does not integrate feedback or draw on authoritative sources or opportunities to improve practice or does so minimally.	Integrates feedback and draws on authoritative sources and opportunities to improve practice.	Seeks and applies feedback and draws on authoritative sources and opportunities to promote reflection, and inform and improve practice.	

### COLLABORATION AND LEADERSHIP

Educators are expected to listen, communicate, and work effectively with individuals from diverse backgrounds to provide a safe, inclusive, equitable, and shared learning environment.

	<b>Does Not Yet Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>	<b>Rating</b> (Write number below.)
The candidate...				
<b>Demonstrates Commitment to Collaboration</b>  InTASC 7 Planning for Instruction	Does not take others' input into consideration or does so minimally.	Takes others' input into consideration in the creation of meaningful and equitable opportunities for learners.	Exchanges ideas and values others' input in the creation of meaningful, equitable, and culturally-relevant opportunities for learners.	
<b>Demonstrates Respect for Diverse Families</b>  InTASC 10 Leadership and Collaboration	Does not seek to learn about families' backgrounds and perspectives or does so minimally.	Seeks to learn about families' backgrounds and perspectives.	Communicates directly with families to learn about their backgrounds and perspectives, and to seek their input and advice.	

**ADVOCACY AND LEADERSHIP**

Educators are expected to understand how social structures and power relations disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure all students can learn authentically at high levels in socially just schools.

	<b>Does Not Yet Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>	<b>Rating</b> (Write number below.)
The candidate...				
<b>Demonstrates Commitment to Advocating for Learners</b>  InTASC 10 Leadership and Collaboration	Does not advocate for learners and their success or does so minimally.	Supports the school’s mission, advocating for learners and their success.	Collaborates with others to advocate for all learners and their success.	