Assessment of Dispositions

Context

Candidates are assessed by instructors/supervisors on professional dispositions throughout the program and at completion of the program in the internship semester. Candidates self-assess dispositions at the entry and completion of the program.

Explanation of Ratings

Exemplary/Exceptional: The candidate’s performance is exceptional on the specific disposition, and the candidate demonstrates exemplary understanding and/or attributes on the disposition for an entry-level professional.

Good/Proficient: The candidate’s performance meets and sometimes exceeds expectations on the specific disposition, and the candidate demonstrates good understanding and/or attributes on the disposition for an entry-level professional.

Acceptable/Basic: The candidate’s performance is beginning to develop, and the candidate demonstrates acceptable understanding and/or attributes on the disposition for an entry-level professional. The candidate voluntarily develops and implements an effective improvement plan if performance begins to drop below the acceptable/basic level.

Unacceptable/Deficient: The candidate’s performance on the specific disposition lacks adequate development, and the candidate does not demonstrate the minimal understanding and/or attributes expected of an entry-level professional. The candidate is deficient, and a remediation plan for this specific disposition must be developed and implemented.
<table>
<thead>
<tr>
<th>Disposition</th>
<th>Exemplary/Exceptional (4 pts)</th>
<th>Good/Proficient (3 pts.)</th>
<th>Acceptable/Basic (2 pts)</th>
<th>Unacceptable/Deficient (1 pt)</th>
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<tr>
<td>1. The candidate demonstrates commitment to professionalism. (CF Professionalism)</td>
<td>Punctual, regularly attends classes and proper notification is given if otherwise, maintains positive attitude during and outside of class, dresses appropriately and exhibits excellent hygiene during visits to schools and for class. Consistently demonstrates non-verbal behavior that enhances learning environments. Exhibits professional behavior in all social network postings and other public communications.</td>
<td>Usually punctual and present for classes and proper notification is given if otherwise, usually maintains positive attitude during and outside of class, dresses adequately and exhibits good hygiene during visits to schools. Usually demonstrates non-verbal behavior that enhances the learning environment. Exhibits professional behavior in all social network postings and other public communications.</td>
<td>Meets minimal standards for punctuality and class attendance, attitude during and outside of class, dress and hygiene during visits to school sites, and non-verbal behavior that may impact the learning environment. Exhibits professional behavior in all social network postings and other public communications.</td>
<td>May include any of the following unacceptable behaviors: often tardy, regularly misses classes, maintains negative attitude during and/or outside of class, dresses inappropriately and/or has poor hygiene during visits to schools. Exhibits inappropriate and/or excessive, non-verbal behavior that detracts from the learning environment and/or distracts learners. Exhibits inappropriate and unprofessional behavior in social network postings and/or other public communications.</td>
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<td>2. The candidate demonstrates commitment to ethical standards. (CF Professionalism)</td>
<td>Honest and trustworthy in communications and interactions with others, consistently cites the work of others in written work, acts in the best interest of others, respects the privacy of others, maintains appropriate interpersonal boundaries, respects the autonomy and rights of others, acts only within areas of professional competency.</td>
<td>Seeks to be honest and trustworthy in communications and interactions with others, cites the work of others in written work, strives to act in the best interest of others, respects the privacy of others and strives to maintain appropriate interpersonal boundaries, strives to respect the autonomy and rights of others, typically acts only within areas of professional competency.</td>
<td>Meets acceptable standards for honesty and trustworthiness in communication/interaction with others, citing the work of others in written work, respect for best interest of others, privacy and interpersonal boundaries, boundaries of professional competency. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.</td>
<td>Demonstrates dishonesty in communications, is not trustworthy, plagiarizes the written work of others, fails to act in the best interest of others, does not respect the privacy of others, does not maintain appropriate interpersonal boundaries, does not respect the autonomy and rights of others, often acts in areas that are beyond professional competency.</td>
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<td>3. The candidate demonstrates a commitment to reflection/self-assessment to improve performance and enhance professional development. (CF Reflection)</td>
<td>Consistently reflects on professional interactions and classroom performance in an ongoing process of self-assessment and improvement, receptive to feedback from others, open to change, seeks opportunity to change for the better, often goes beyond required assignments.</td>
<td>Often reflects on professional interactions and classroom performance for the purpose of self-assessment and improvement, usually open and receptive to feedback and change, typically willing to go beyond required assignments.</td>
<td>Meets minimum standards for reflection on professional interactions and classroom performance, self assessment for professional improvement, openness and receptivity to feedback and change, willingness to go beyond required assignments. Candidate voluntarily implements an effective improvement plan if performance begins to drop below acceptable/basic level.</td>
<td>Resists self-reflection on professional interactions and classroom performance, believes improvement is not necessary, not open and receptive to feedback and/or change, unwilling to successfully complete required assignments.</td>
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<td>4. The candidate demonstrates a commitment to using research in the field and assessment practices for the purpose of professional development and the improvement of instruction. (CF Assessment)</td>
<td>Actively seeks out and reads professional literature, seeks opportunities to conduct research, willingly shares research findings, seeks opportunities to participate in professional development activities, initiates ideas for personal learning, seeks information about best practices in field and shares them with others, establishes a system for assessing student outcomes and modifying instruction based on outcomes.</td>
<td>Demonstrates a willingness to read professional literature and conduct research if opportunity arises, attends professional development activities, seeks ideas to improve personal learning, seeks to assess student outcomes and modifies instructions based on outcomes.</td>
<td>Meets minimum standards for professional reading, participation in research activities, willingness to attend professional development activities, responsibility for personal learning, effort to assess student outcomes and modify instruction based on outcomes. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.</td>
<td>May include any of the following unacceptable behaviors: lacks a willingness to read professional literature and/or participate in research projects, avoids professional development activities, takes no responsibility for personal learning, fails to modify instruction based on student outcomes.</td>
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<td>5. The candidate demonstrates a commitment to using current technology for instruction and learning.</td>
<td>Consistently uses the latest technology related to subject area, consistently uses technology to engage learners, seeks new ways to use technology for instructional purposes.</td>
<td>Often uses the latest technology related to subject area, often uses technology to engage learners, usually demonstrates proper use of available technology.</td>
<td>Meets minimum standards for use of technology to engage learners, and for instructional/learning purposes. Candidate voluntarily implements an effective improvement plan if performance begins to drop below acceptable/basic level.</td>
<td>May include any of the following deficiencies: fails to stay informed and skilled regarding available technology, does not use current technology to engage learner and for instructional/learning purposes.</td>
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### 6. The candidate demonstrates respect for cultural and individual differences by providing equitable learning opportunities for all, and has high expectations for all learners.

(1) **CF Technology**
- Tolerant and appreciative of the ideas, views and culture of others, respectful of and responsive to individual differences, encourages the sharing of differences, provides challenging/exciting/equitable learning opportunities for all learners, considers backgrounds/interests/attitudes of all students when planning instructional activities, demonstrates the expectation that all students can learn at their potential, incorporates standards and outcomes in planning/implementing activities.
- Tolerant and responsive to ideas, views and culture of others, usually respectful and responsive to individual differences, typically provides equitable learning opportunities for all learners, usually considers backgrounds/interests/attitudes of all students when planning instruction, usually demonstrates the expectation that all students can learn at their potential, usually understands the role of standards and outcomes.
- Meets minimum standards regarding a tolerance and responsiveness to the ideas, views and culture of others, respect and responsiveness to individual differences, the provision of equitable learning opportunities for all, consideration for the backgrounds/interests/attitudes of all students when planning, expectation that all students can learn at their potential, understanding the role of standards and outcomes. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.

- May include any of the following unacceptable behaviors: intolerance toward the ideas, views and culture of others, a lack of respect for individual differences, failure to provide equitable learning opportunities for all learners, failure to consider the backgrounds/interests/attitudes of all students when planning, failure to demonstrate high expectations for all learners, failure to assist all learners, failure to understand the role of standards and outcomes.

### 7. The candidate demonstrates commitment to collaboration with other professionals to improve the overall learning of students.

(1) **CF Collaboration**
- Relates well to peers/faculty/staff and other professionals, willing to share information and ideas with others, seeks opportunities to collaborate with others, works well with others to develop opportunities for peer and student learning, acts as a consultant with other individuals/systems related to students.
- Relates well to peers/faculty/staff and other professionals, typically willing to share information and ideas with others, usually works well with others to develop opportunities for peer and student learning, may agree to act as a consultant with other individuals/systems related to students.
- Meets minimum standards regarding relationships with peers/faculty/staff and other professionals, the sharing of information and ideas with others, the development of opportunities for peer and student learning, consultation with other individuals/systems related to students. Candidate voluntarily implements an effective improvement plan if performance begins to drop below the acceptable/basic level.

- May include any of the following unacceptable behaviors: does not relate well to peers/faculty/staff and other professionals, unwilling to share information and ideas with others, resists working with individuals/systems related to students, avoids opportunities to collaborate with others.