

## Ideas to Action Unit Dispositions Assessment – Revised Fall 2010

Student Name: \_\_\_\_\_ Term: \_\_\_\_\_ Year: \_\_\_\_\_

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>N/A</b>
<b>I: Exhibits a disposition to inform practice through inquiry and reflection</b>	Candidate strongly and consistently demonstrates a disposition to ask and answer vital questions and problems; to think open-mindedly within alternative systems of thought; to reflect on research and experiences, and to apply critical thinking skills to inform practice.	Candidate consistently demonstrates a disposition to ask and answer vital questions and problems; to think open-mindedly within alternative systems of thought; to reflect on research and experiences, and to apply critical thinking skills to inform practice.	Candidate does not consistently demonstrate a disposition to ask and answer vital questions and problems; to think open-mindedly within alternative systems of thought; to reflect on research and experiences, and to apply critical thinking skills to inform practice.	
<b>II: Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge</b>	Candidate strongly and consistently demonstrates a disposition to seek and apply professional knowledge to address real world and community problems, including collaboration and partnerships with others; very effectively models and stresses the value of problem-solving and analysis to enhance learning opportunities.	Candidate consistently demonstrates a disposition to seek and apply professional knowledge to address real world and community problems, including collaboration and partnerships with others; models and stresses the value of problem-solving and analysis to enhance learning opportunities.	Candidate rarely demonstrates a disposition to seek and apply professional knowledge to address real world and community problems, including collaboration and partnerships with others; does not model and stress the value of problem-solving and analysis to enhance learning opportunities.	
<b>III: Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference</b>	Candidate strongly and consistently demonstrates a disposition to ask and answer important ideological questions regarding education for social justice, as he/she promotes knowledge in community through research, practice, and service; energetically seeks equity of educational access for all constituents.	Candidate consistently demonstrates a disposition to ask and answer important ideological questions regarding education for social justice, as he/she promotes knowledge in community through research, practice, and service; regularly seeks equity of educational access for all constituents.	Candidate rarely demonstrates a disposition to ask and answer important ideological questions regarding education for social justice; does not regularly seek equity of educational access for all constituents.	

