U of L COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Dispositions Assessment for Educator Preparation Programs in the CEHD

Purpose of Instrument: The purpose of this instrument is to assess candidates on dispositions needed to be an effective educator.
Administration of Instrument: The assessment is administered at admissions, during coursework and at exit.
Criterion for Success: Candidates should score at least developing at admission and mid-point and score target at exit.

Dimension	Competency	Insufficient Evidence	Developing	Target	Exemplary
Professionalism	Collaboration inTASC 1(c) inTASC 3(q) CF-Action	The candidate does not collaborate with professional colleagues	*The candidate collaborates with colleagues in a professional manner*	*And…* *The candidate models positive collaborative relationships with multiple stakeholders within the school*	And… *The candidate seeks and fosters respectful communication with parents, the community, and school district to promote learner growth and development.*
	Respect for Student Differences inTASC 1(h) inTASC 4(p) inTASC 2(d) CF-Advocacy	The candidate cannot identify and/ or respect *learners' different strengths and needs*	*The candidate identifies and respects learner's different strengths and needs*	And… *The candidate is committed to using learners' different strengths and needs to further each learner's development.*	And… *The candidate facilitates a critical analysis of learners' different strengths and needs bringing attention to learners' personal, family, and community experiences and cultural norms.*
	Preparation inTASC 7(p) CF-Action	*The candidate is late to school or class, does not dress in professional attire, does not submit assignments, lesson plans, etc., does not bring all necessary materials to school/ class/ on time and/ or does not demonstrate academic dishonesty.*	*The candidate is punctual/early to school or class, dresses in professional attire, submits all assignments, lesson plans, etc., brings all necessary materials to school/ class/ on time and demonstrates academic honesty.*	And… *The candidate takes professional responsibility to use short-and long-term planning as a means of assuring student learning.*	And… *The candidate uses valid and reliable research methods in planning and preparation to impact student learning.*
	Ethical Teaching Behavior	*Does not demonstrate actions and principles as set forth in the Code of Ethics and Technology Agreement documents*	n/a	*Demonstrate actions and principles as set forth in the Code of Ethics and Technology Agreement documents*	n/a

Critical Thinking	**Reflection to Impact Student Learning** inTASC 9(l) inTASC 1(b) CF-Inquiry	The candidate does not reflect on their practices that impact student learning.	The candidate reflects on their practices that impact student learning.	And… *The candidate uses analysis and reflection to inform planning and next step instruction for all learners.*	And… *Reflects on and examines multiple sources of valid and reliable data to assess impact of current practice on meeting diverse learners' needs and make adjustments in practice.*
	Accepting ==*&== ==Implementing== Feedback inTASC 1(k) CF-Action	The candidate does not accept feedback and/ or accepts feedback with a negative attitude	*The candidate accepts feedback for professional growth with a positive attitude.*	And… *The candidate asks for and implements suggestions and/or advice from supervisors/ faculty to improve their practice*	And… *The candidate asks for and implements suggestions and/or advice from principals/other school staff and community members to improve their practice*
	Intellectual Curiosity inTASC 4(p) CF-Inquiry	The candidate does not demonstrate enthusiasm and willingness to actively engage in conversations and written artifacts.	The candidate demonstrates enthusiasm and willingness to actively engage in conversations and written artifacts.	*The candidate demonstrates a deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing).*	And… *The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), and the candidate identifies the potential biases of these frames and their impact on expectations for and relationships with learners and their families.*

Commitment to Teaching					
Initiative inTASC 9(n) CF-Action	The candidate does not show initiative in the classroom.	*The candidate demonstrates enthusiasm and willingness to actively engage in the school setting.*	And… *The candidate seeks opportunities to draw upon current education policy and research to improve practice.*	And… *The candidate participates and attends professional development opportunities within and outside of the discipline to strengthen their understanding of their education profession as a career.*
Flexibility inTASC 5(s) inTASC 8(s) CF-Action	The candidate is not flexible in their thinking and/or their practice as it relates to teaching and learning.	*The candidate solicits insights and solutions when changes/challenges arise.*	And… *The candidate uses flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.*	And… *The candidate implements flexible learning environments that encourage learner exploration, discovery, and expression across all content areas.*
Leadership inTASC 9 (H) inTASC 10(t CF-Advocacy	*The candidate cannot identify and/ or exhibit characteristics of an effective leader.*	*The candidate identifies and/ or exhibits characteristics of an effective leader. (e.g., innovation, dependability, motivation, commitment, communicative, confidence, etc.)*	And… *Models characteristics of effective leadership*	And… Develops and shares their areas of expertise with other professionals as well as community members

Drafted 7/20/16 based on Qsort data

*Added from feedback from University Supervisors on 7/25/16