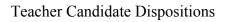


Teacher Candidate Dispositions

Professional Commitment and Responsibility

Candidates with this set of dispositions demonstrate a commitment to the profession and adhere to the legal and ethical standards set forth by it, which includes the Professional Code of Ethics for Kentucky

Not Observed*	Serious Concern	Needs Improvement	Emerging	Acceptable	
	0	1	2	3	
(*All dispositions must be assessed during the	Behavior displayed is contrary to expectations for the disposition	Behavior is displayed occasionally (Blinking red light-	Behavior is displayed frequently (Yellow light-Behavior is	Behavior is displayed frequently and consistently (Green light)	
clinical/student teaching	(Red light-Communication of	Behavior has been identified and	changing. Mentors and		
experience)	Concern)	change is not occurring or is not intentional)	supervisors see improvement)		
The candidate	Evidence of Disposition				
1. Follows through with	The following provides some examples of indicated, observable behaviors				
responsibilities; prompt,	Punctual/early to school or class and remains until dismissal				
prepared, dependable and	 Submits assignments on time (e.g., lessons plans, reflections, U of L assignments, and work assignments) 				
organized. (#4 & #5)	 Comes to classes and meetings prepared and actively contributes in a positive manner 				
	 Takes responsibility for n 	neeting program, degree and certific	cation requirements		
2.Demonstrates motivation and	The following provides some examples of indicated, observable behaviors				
initiative (#7, #8)	Demonstrates enthusiasm and willingness to actively engage in the Birth-12 setting				
	 Contributes to the classr 	oom environment			
	 Seeks feedback and opportunity 	ortunities to improve performance			
	 Demonstrates a willingne 	ess to take on new roles			
	 Demonstrates an openne 	ess and willingness to consider how	race and cultural factors may impact	t the classroom environment	
3. Demonstrates professionalism	The following provides some examples of indicated, observable behaviors				
through ethical teaching	Maintains professional and appropriate appearance/dress				
behavior (#12)	 Understands and demonstrates boundaries between professional and personal discussions and behaviors 				
	 Maintains confidentiality 	and student anonymity			
	 Fairly and accurately rep 	resents the educator's own qualifica	tions or those of other professional	S	
	 Demonstrates ability to a 	ppropriately code switch between o	conversational language (personal) a	and Standard American English (professional)	
	 Uses social media and te 	chnology as appropriate for a profes	ssional		
	 Adheres to legal requirer 	nents related to the safety of studer	nts		
	 Adheres to classroom an 	d school policies and etiquette rega	rding cell phone and computer use		
	 Demonstrates academic 	honesty			
4. Demonstrates patience,	The following provides some examples of indicated, observable behaviors				
flexibility, and responsiveness in	Responds positively to change (e.g., reacts quickly, suggests solutions)				
a variety of situations and	Handles vague and poorly defined situations professionally				
settings.	 Makes eye contact to ack 	knowledge what is being said and re	sponds appropriately		
	 Solicits insights and solut 	ions when changes arise			





	Professional Relationships			
Candidates with this set o	of dispositions develop, maintain and model appropriate relationships within the classroom, field placement sites, community and larger diverse society			
5.Develops positive relationships	The following provides some examples of indicated, observable behaviors			
with peers, teachers and others;	• Communicates verbally and in writing in a timely and cordial manner to appropriate university and school personnel (e.g., instructor, advisor, mentor			
and works collaboratively with	teacher, supervisor, placement office)			
them (#1)	Plans jointly with others to ensure the success of all students			
	Participates in professional learning communities			
	Listens and considers the viewpoints of others regardless of own viewpoint			
	Respects the supervisory role of others			
6. Develops positive relationships	The following provides some examples of indicated, observable behaviors			
with stakeholders (i.e., students,	Implements strategies to effectively resolve conflicts between and among students			
staff, families, peers,	 Interacts with students through formal and informal instructional opportunities 			
administration, and other school	Delivers high rates of positive reinforcement and feedback			
personnel) (#2, #3, #6)	 Demonstrates a willingness to learn about, infuse, and modify interactions that enhance racially and culturally sensitive relationships with stakeholder 			
7. Respects and affirms students'	Promotes active engagement of all students			
differences and potential; treats	Creates an environment of mutual respect and rapport			
students fairly and equitably	Acts to reduce one's own biases with respect to race, ethnicity, etc.			
	• Initiates interaction and interacts in authentic ways with students, parents and other adults from different racial, cultural and socioeconomic			
	backgrounds (e.g., eye contact, appropriate tone and voice)			
	 Creates instructional activities that show a knowledge of students' racial, cultural, socioeconomic etc. backgrounds 			
	Anticipates and manages issues of equity and access to resources			
	Critical Thinking and Reflective Practice			
	Candidates with this set of dispositions demonstrate a commitment to continuous development within the profession			
8. Demonstrates intellectual	The following provides some examples of indicated, observable behaviors			
curiosity; seeks and considers new	Asks questions and contributes positively			
information, strategies, and	Explores resources (e.g., professional libraries, journals, books, technology)			
perspectives (#9, #11)	Reflects through collegial conversations, journal writing, examining student work, informal observations and conversations with students			
	Reflects accurately on previous lessons to inform future instruction			
9. Accepts feedback and makes	 Asks for and implements suggestions and/or advice from mentor/cooperating teachers, supervisors and /or U of L faculty 			
necessary changes	Accepts constructive criticism with a positive attitude			
	Uses feedback for professional growth			
10. Reflects accurately about own	The following provides some examples of indicated, observable behaviors			
behavior, attitudes, performance,	Identifies personal strengths and challenges and develops a plan for improvement			
impact on others, and makes	 Takes time consistently to evaluate effectiveness of instruction and behavior in course assignments and dispositions 			
necessary changes (#10)	 Reflects with cooperating teachers, supervisors, U of L faculty on lesson planning and execution, and/or other classroom activities 			
	 Exhibits a willingness to pursue solutions to problems or answers to questions; gathers relevant data and identifies positive solutions 			
	Makes the necessary changes to enhance cultural competency			