

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 clinical/student teaching experience)	Behavior displayed is contrary to expectations for the disposition (Red light-Communication of Concern)	Behavior is displayed occasionally (Blinking red light-Behavior has been identified and change is not occurring or is not intentional)	Behavior is displayed frequently (Yellow light-Behavior is changing. Mentors and supervisors see improvement)	Behavior is displayed frequently and consistently (Green light)
The candidate . . .	Evidence of Disposition			
1. Follows through with responsibilities; prompt, prepared, dependable and organized. (#4 & #5)	The following provides some examples of indicated, observable behaviors <ul style="list-style-type: none"> • Punctual/early to school or class and remains until dismissal • Submits assignments on time (e.g., lessons plans, reflections, U of L assignments, and work assignments) • Comes to classes and meetings prepared and actively contributes in a positive manner • Takes responsibility for meeting program, degree and certification requirements 			
2. Demonstrates motivation and initiative (#7, #8)	The following provides some examples of indicated, observable behaviors <ul style="list-style-type: none"> • Demonstrates enthusiasm and willingness to actively engage in the Birth-12 setting • Contributes to the classroom environment • Seeks feedback and opportunities to improve performance • Demonstrates a willingness to take on new roles • Demonstrates an openness and willingness to consider how race and cultural factors may impact the classroom environment 			
3. Demonstrates professionalism through ethical teaching behavior (#12)	The following provides some examples of indicated, observable behaviors <ul style="list-style-type: none"> • Maintains professional and appropriate appearance/dress • Understands and demonstrates boundaries between professional and personal discussions and behaviors • Maintains confidentiality and student anonymity • Fairly and accurately represents the educator's own qualifications or those of other professionals • Demonstrates ability to appropriately code switch between conversational language (personal) and Standard American English (professional) • Uses social media and technology as appropriate for a professional • Adheres to legal requirements related to the safety of students • Adheres to classroom and school policies and etiquette regarding cell phone and computer use • Demonstrates academic honesty 			
4. Demonstrates patience, flexibility, and responsiveness in a variety of situations and settings.	The following provides some examples of indicated, observable behaviors <ul style="list-style-type: none"> • Responds positively to change (e.g., reacts quickly, suggests solutions) • Handles vague and poorly defined situations professionally • Makes eye contact to acknowledge what is being said and responds appropriately • Solicits insights and solutions when changes arise 			

Professional Relationships	
Candidates with this set of dispositions develop, maintain and model appropriate relationships within the classroom, field placement sites, community and larger diverse society	
5. Develops positive relationships with peers, teachers and others; and works collaboratively with them (#1)	<p>The following provides some examples of indicated, observable behaviors</p> <ul style="list-style-type: none"> Communicates verbally and in writing in a timely and cordial manner to appropriate university and school personnel (e.g., instructor, advisor, mentor teacher, supervisor, placement office) 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 with stakeholders (i.e., students, staff, families, peers, administration, and other school personnel) (#2, #3, #6)	<p>The following provides some examples of indicated, observable behaviors</p> <ul style="list-style-type: none"> Implements strategies to effectively resolve conflicts between and among students Interacts with students through formal and informal instructional opportunities Delivers high rates of positive reinforcement and feedback Demonstrates a willingness to learn about, infuse, and modify interactions that enhance racially and culturally sensitive relationships with stakeholder
7. Respects and affirms students' differences and potential; treats students fairly and equitably	<ul style="list-style-type: none"> Promotes active engagement of all students Creates an environment of mutual respect and rapport 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 curiosity; seeks and considers new information, strategies, and perspectives (#9, #11)	<p>The following provides some examples of indicated, observable behaviors</p> <ul style="list-style-type: none"> Asks questions and contributes positively Explores resources (e.g., professional libraries, journals, books, technology) 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 necessary changes	<ul style="list-style-type: none"> Asks for and implements suggestions and/or advice from mentor/cooperating teachers, supervisors and /or U of L faculty Accepts constructive criticism with a positive attitude Uses feedback for professional growth
10. Reflects accurately about own behavior, attitudes, performance, impact on others, and makes necessary changes (#10)	<p>The following provides some examples of indicated, observable behaviors</p> <ul style="list-style-type: none"> Identifies personal strengths and challenges and develops a plan for improvement Takes time consistently to evaluate effectiveness of instruction and behavior in course assignments and dispositions 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