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| **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   * 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   * 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   * 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   * 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 | | | | |

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| **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) | The following provides some examples of indicated, observable behaviors   * 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) | The following provides some examples of indicated, observable behaviors   * 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 | * 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) | The following provides some examples of indicated, observable behaviors   * 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 | * 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) | The following provides some examples of indicated, observable behaviors   * 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 |