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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
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| 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
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| 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
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| 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
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| 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
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| 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
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| **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
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| 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
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| 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
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