

COLLEGE OF EDUCATION GRADUATE PROGRAMS: DISPOSITION EXPECTATIONS AND INDICATORS

About the instrument: *This instrument serves as a checklist to provide feedback to candidates as their understanding of professional dispositions evolves AND as a rubric that shows growth over time as they progress through the program transition points/phases. The indicators were designed by faculty to align to our Core Values, and the expectations under each indicator were based on input from students.*

CANDIDATE'S NAME: _____ INSTRUCTOR(S): _____

COURSE: _____ PHASE: ___ INITIAL ___ INTERMEDIATE ___ ADVANCED

SEMESTER: _____ ADVISOR: _____

ASSESSMENT: Candidates are assessed on each indicator at the developmental level that corresponds to the course/phase for which they are enrolled. Expectation changes from phase to phase are indicated in *italics*.

SCORING: Instructor marks the box next to each expectation exhibited by the candidate and assigns a score for each indicator based upon the guidance below. The target score for each indicator is a 3.

- 4: Candidate exceeds* expectations in the indicator column for their phase
 - *Exceeds = meets all expectations for their phase, plus some expectations in the next phase.*
- 3: Candidate meets all expectations in the indicator column for their phase
- 2: Candidate meets at least half of the expectations in the indicator column for their phase
- 1: Candidate meets less than half of the expectations in the indicator column for their phase

OUTCOME: Outcomes are attached to candidate scores as indicated below:

- Score of 3 and/or 4 on each indicator: *No Intervention Required*
- One or two scores of 2: *Intervention Recommended (Professional Growth Plan)*
- More than two scores of 2 or any scores of 1: *Intervention Required (Professional Growth Plan)*

INTERVENTION:

- Candidates receiving all 3's and 4's are encouraged to set individual goals for continued growth.
- Candidates for whom a Professional Growth Plan is recommended should create a plan and goals in cooperation with the instructor and report progress to their academic advisor during the next term.
- Candidates for whom a Professional Growth Plan is required **must** 1) create a plan and goals in cooperation with the instructor; 2) share the plan with their academic advisor and the COE Assistant Dean; and 3) successfully complete the plan and goals during the next term. Failure to comply with any of these steps could lead to removal from the program.

Statement of Disclosure: *The student has seen a copy of the disposition assessment and has had a chance to ask questions prior to intervention.*

Signature of Student: _____

Signature of Instructor: _____

INDICATOR: DISPLAYS AND TAKES RESPONSIBILITY FOR PROFESSIONAL BEHAVIOR AND ETHICS

CORE VALUE: Integrity and Responsibility | **INTASC STANDARDS: 9 – Professional Learning & Ethical Practice**

INITIAL PHASE				INTERMEDIATE PHASE				ADVANCED PHASE			
<ul style="list-style-type: none"> <input type="checkbox"/> Maintains a professional manner, dress and communication <input type="checkbox"/> Submits required work accurately, grammatically correct and on time <input type="checkbox"/> Arrives on time to field experiences and class <input type="checkbox"/> Admits mistakes and accepts constructive criticism with a willingness to learn and correct with time <input type="checkbox"/> Reflects on professional practice <input type="checkbox"/> Understands there will always be room to grow and improve their practice <input type="checkbox"/> Understands the Core Values of the COE <input type="checkbox"/> Understands professional ethics and confidentiality in both writing and conversation <input type="checkbox"/> Represents the COE in a professional manner in all settings (e.g., on campus, off campus, online) and makes choices that reflect positively on the program. 				<ul style="list-style-type: none"> <input type="checkbox"/> Maintains a professional manner, dress and communication <input type="checkbox"/> Submits required work accurately, grammatically correct and on time <input type="checkbox"/> Arrives on time to field experiences and class <input type="checkbox"/> Admits mistakes and accepts constructive criticism with a willingness to learn and correct with time <input type="checkbox"/> Reflects on professional practice and student learning / development <input type="checkbox"/> Understands there will always be room to grow and improve their practice and identifies ways to do so <input type="checkbox"/> Models the Core Values of the COE <input type="checkbox"/> Exhibits professional ethics and confidentiality in both writing and conversation <input type="checkbox"/> Represents the COE in a professional manner in all settings (e.g., on campus, off campus, online) and makes choices that reflect positively on the program. <input type="checkbox"/> Demonstrates a growth mindset and views challenges as opportunities for personal development 				<ul style="list-style-type: none"> <input type="checkbox"/> Maintains a professional manner, dress and communication <input type="checkbox"/> Submits required work accurately, grammatically correct and on time <input type="checkbox"/> Arrives on time to field experiences and class <input type="checkbox"/> Admits mistakes and accepts constructive criticism with a willingness to learn and correct with time <input type="checkbox"/> Reflects on professional practice and student learning / development and assumes responsibility for student success <input type="checkbox"/> Understands there will always be room to grow and improve their practice and identifies and acts on ways to do so <input type="checkbox"/> Models the Core Values of the COE <input type="checkbox"/> Exhibits professional ethics and confidentiality in both writing and conversation and is aware of legally required exceptions to confidentiality <input type="checkbox"/> Represents the COE in a professional manner in all settings (e.g., on campus, off campus, online) and makes choices that reflect positively on the program <input type="checkbox"/> Demonstrates a growth mindset and views challenges as opportunities for personal development 			
1	2	3	4	1	2	3	4	1	2	3	4

INDICATOR: DEMONSTRATES A BELIEF THAT ALL STUDENTS CAN LEARN

CORE VALUE: DIVERSITY AND SIMILARITY

INTASC STANDARDS: 1- Learner Development and 2 – Learning Differences

INITIAL PHASE				INTERMEDIATE PHASE				ADVANCED PHASE			
<ul style="list-style-type: none"> <input type="checkbox"/> Considers the educational needs of all students in a caring, culturally responsive, and consistent manner <input type="checkbox"/> Begins to understand the impact of bias and discrimination based on race, class, gender, disability/exceptionality, sexual orientation, language, etc. on students and their learning <input type="checkbox"/> Believes that high quality education is a fundamental right of all students <input type="checkbox"/> Is motivated to meet the needs of all students 				<ul style="list-style-type: none"> <input type="checkbox"/> Considers <i>and begins to plan for</i> the educational needs of all students in a caring, culturally responsive, and consistent manner <input type="checkbox"/> <i>Understands</i> the impact of bias and discrimination based on race, class, gender, disability/exceptionality, sexual orientation, language, etc. on students and their learning <input type="checkbox"/> Believes that high quality education is a fundamental right of all students <input type="checkbox"/> <i>Is prepared</i> and motivated to meet the needs of all students <input type="checkbox"/> <i>Understands that equity is different from equality</i> <input type="checkbox"/> <i>Is able to plan thoughtfully through the lens of culturally responsive practice</i> 				<ul style="list-style-type: none"> <input type="checkbox"/> <i>Consistently plans for</i> the educational needs of all students in a caring, culturally responsive, and consistent manner <input type="checkbox"/> Understands the impact of bias and discrimination based on race, class, gender, disability/exceptionality, sexual orientation, language, etc. on students and their learning <i>and uses this knowledge to practice in a culturally responsive manner</i> <input type="checkbox"/> Believes that high quality education is a fundamental right of all students <input type="checkbox"/> Is prepared and motivated to meet the needs of all students <input type="checkbox"/> Understands that equity is different from equality <i>and acts on that belief to provide opportunities for each student to be successful and grow</i> <input type="checkbox"/> Is able to plan thoughtfully through the lens of culturally responsive practice and <i>demonstrate impact on student learning and/or development</i> 			
1	2	3	4	1	2	3	4	1	2	3	4

INDICATOR: SHOWS APPRECIATION AND SKILLS NEEDED FOR TEACHING, LEARNING AND MENTORING												
CORE VALUE: Teaching Learning and Mentoring						INTASC STANDARD: 7 – Planning for Instruction						
INITIAL PHASE				INTERMEDIATE PHASE				ADVANCED PHASE				
<input type="checkbox"/> Demonstrates genuine enthusiasm for the profession <input type="checkbox"/> Engages in discussion and questioning that lead to learning <input type="checkbox"/> Thoughtfully reflects on questions related to the profession and professional identity <input type="checkbox"/> Understands the need to treat students with respect and care <input type="checkbox"/> Exhibits a belief that all students can succeed <input type="checkbox"/> Understands developmental stages and uses developmentally appropriate language				<input type="checkbox"/> Demonstrates genuine enthusiasm for the profession <input type="checkbox"/> Engages in discussion and questioning that lead to learning <input type="checkbox"/> Can articulate a stance on the profession and is developing a professional identity <input type="checkbox"/> Treats students with respect and care <input type="checkbox"/> Exhibits a belief that all students can succeed <input type="checkbox"/> Understands a variety of instructional methods <input type="checkbox"/> Understands developmental stages and uses developmentally appropriate language and student-centered practices				<input type="checkbox"/> Demonstrates genuine enthusiasm for the profession <input type="checkbox"/> Engages in and facilitates discussion and questioning that leads to learning <input type="checkbox"/> Is able to align a professional identity with practice <input type="checkbox"/> Treats students with respect and care <input type="checkbox"/> Exhibits and acts on a belief that all students can succeed <input type="checkbox"/> Demonstrates through practice an understanding of the importance of a student - centered curriculum <input type="checkbox"/> Uses a variety of instructional methods. <input type="checkbox"/> Works to instill a growth mindset in students and frequently provides constructive feedback to that end				
1	2	3	4	1	2	3	4	1	2	3	4	

INDICATOR: DEMONSTRATES COLLEGIALITY AND COLLABORATION												
CORE VALUE: Theory, Practice & Collaboration						INTASC STANDARD: 10 – Leadership & Collaboration						
INITIAL PHASE				INTERMEDIATE PHASE				ADVANCED PHASE				
<input type="checkbox"/> Understands the importance of effective communication in the classroom and field <input type="checkbox"/> Attends required class meetings and works with classmates outside of class on projects as a team player <input type="checkbox"/> Treats classmates and instructors with respect and collegiality				<input type="checkbox"/> Demonstrates effective communication skills in the classroom and the field <input type="checkbox"/> Attends required class meetings, works with classmates outside of class as a team player, and is prepared for field-based interactions <input type="checkbox"/> Treats classmates, instructors, and field-based staff with respect and collegiality <input type="checkbox"/> Seeks opportunities for professional conversations & activities beyond those required				<input type="checkbox"/> Practices honest two-way communication with peers, school & university personnel <input type="checkbox"/> Is engaged in and prepared for all class, group, and field-based work <input type="checkbox"/> Treats classmates, instructors, and field-based staff with respect and collegiality <input type="checkbox"/> Seeks opportunities for professional conversations & activities beyond required <input type="checkbox"/> Anticipates and can address questions from faculty, field-based staff and/or parents <input type="checkbox"/> Is able to provide support and/or professional development to colleagues in				

								<i>the areas of diversity, equity, and inclusion</i>			
1	2	3	4	1	2	3	4	1	2	3	4

CANDIDATE PROFESSIONAL GROWTH PLAN

Student Name: _____ Instructor: _____

Area(s) of Strength:

Area(s) of Growth:

Level of Intervention: _____ Personal Growth _____ Recommended _____ Required

What are the areas of growth and how were they identified?

Plan for Growth:

Indicators of Success:

Timeline:

Signatures upon completion:

Student _____

Instructor _____