

CANDIDATE DISPOSITIONS SCALE

Name: _____ Semester: _____

Please read the criteria for each candidate disposition and assess yourself noting two areas of strength and two areas you would like to improve. Bring this completed form and two copies to your teacher education interview.

1. Democratic Dispositions

Criteria	Novice	Emerging	Competent	Master
Has high expectations for all students & seeks their best interest	Awareness of and acknowledgement that all students have potential for learning	Accepts responsibility for assisting all learners to recognize talents and strengths	Creates learning environment and opportunities consistent with climate of high expectations and achievement	Models and encourages learning environment that reflects a climate of excellence for all learners
Collaborates well with others, viewing them as capable	Participates respectfully and productively with colleagues	Encourages and supports efforts of colleagues and learners	Establishes and maintains respectful, productive relationships with school and community	Collaborates with diverse audiences to enhance instruction and achievement
Promotes equitable treatment for all students & colleagues	Understands the importance of fairness and respect in working with others	Exhibits fairness and respect in daily interactions with students and colleagues	Consistently practices fairness and respect in the professional setting	Models fairness and respect in all professional dealings and responsibilities
Accommodates individual differences	Recognizes that people learn in a variety of ways	Demonstrates understanding of needs of diverse learners	Makes consistent accommodations for individual differences	Supports differentiation of instruction consistently and supports others in doing so.
Is culturally sensitive in areas of communication, learning, assessment, and cultural norms	Shows sensitivity and openness in working with diverse populations and situations	Exhibits increased proficiency in working and dealing with differences	Consistently supports difference in the learning and professional setting	Facilitates a climate of appreciation for multiculturalism and diversity in and beyond the classroom
Keeps open mind, able to view others' perspectives	Able to view others' perspectives	Recognizes values in others' perspectives	Solicits other viewpoints	Incorporates other viewpoints to deepen thinking

2. Scholarly Dispositions

Criteria	Novice	Emerging	Competent	Master
Flexible in thinking, open to new ideas	Exhibits academic and practice-related curiosity and interest	Maintains ongoing curiosity about teaching, learners, and learning	Maintains curiosity and intellectual vitality as a life-long learner	Models an enthusiasm for new ideas and practices
Demonstrates problem solving, creativity, and inquiry	Understands problem-solving methods	Begins to apply problem-solving methods	Demonstrates creative teaching and effective problem-solving	Serves as a role model for others in creative teaching and effective problem-solving
Keeps current in discipline (conferences, journals, classes)	Demonstrates interest in investigating the discipline and profession	Actively seeks information to enhance their role and skills in the discipline and profession	Maintains a current knowledge of “best practices” in the discipline and profession	Contributes to the profession and provides school-wide leadership for achieving optimal professional growth
Thinks critically about theory and method	Aware of a variety of theories and methods	Recognizes relationship between theory and own classroom	Critically considers implications of theories and methods	Critiques both theories and practices and chooses practices in relation to theories

3. Reflective Dispositions

Criteria	Novice	Emerging	Competent	Master
Bases daily decisions on in-depth reflection, learns from mistakes	Shows awareness of reflective mindset and related behaviors	Displays on-going reflection and modifies/enhances practices accordingly	Demonstrates systematic field and grade-level appropriate reflection	Provides leadership to promote and encourage a reflective climate
Considers many possibilities for problems and solutions	Exhibits an open-minded outlook; is receptive to new ideas and approaches	Seeks out multiple points of view for problem-solving	Employs problem-solving strategies and inquiry for professional challenges	Models openness and collaborative problem-solving
Reflects honestly and frequently	Shows a capacity for a continuing, objective outlook and practice	Demonstrates a continuing, objective outlook and practice	Repeated examples of quality reflection	Models and encourages professional reflection
Demonstrates openness to constructive criticism	Begins to exhibit awareness of a positive self-critical outlook	Willing to adapt performance and attitude based upon objective feedback	Modifies professional practice based upon peer and supervisory feedback	Assumes leadership role to establish a climate of continuous learning and improvement

4. Proactive Dispositions

Criteria	Novice	Emerging	Competent	Master
Fosters long-term goals	Considers long-term goals	Begins to set medium and long-term goals	Sets long-term goals for self and students	Models long-term goal-setting throughout the school
Anticipates problems, potential difficulties in instruction and management	Identify potential problems and difficulties	Identify potential problems and begins to consider solutions	Anticipates problems and difficulties and develops alternative solutions	Anticipates problems and difficulties throughout the school and offers alternative solutions
Encourages critical thinking, problem solving, creativity	Is not threatened by students' critical and creative thinking	Encourages creative thinking in others	Creates learning experiences that asks for critical and creative thinking	Models and encourages students and colleagues to engage in critical and creative thinking
Promotes leadership to improve schools and address pertinent community issues	Understands the importance of collaboration in school improvement	Works with others to improve school/learning environment	Assumes responsibility in collaborative efforts towards school improvement	Assumes leadership in relation to school improvement

5. Responsible Dispositions

Criteria	Novice	Emerging	Competent	Master
Aspires to professional excellence	Takes responsibility for developing self-expectations	Begins to develop high self-expectations	Consistently demonstrates high self-expectations	Models and supports others to achieve high self-expectations
Maintains strong work ethic, is passionate, committed, and conscientious	Awareness of professional responsibilities eg. punctuality, grooming, persistence	Meets professional responsibilities and displays commitment and reliability	Displays passion and commitment for teaching	Models passion and commitment for teaching
Maintains professional temperament, patience, and emotional maturity	Awareness of appropriate professional behavior	Exhibits self-control when dealing with others	Understanding importance of maintaining adult role	Models professional affect
Upholds ethical standards	Demonstrates an understanding of ethics and laws of the profession	Exhibits behaviors congruent with ethics and laws of the profession	Upholds and models ethical professional behavior	Assumes leadership in promoting ethical and responsible professional behavior