

Dispositions

Evaluation of Candidate Behaviors & Dispositions Candidate Self-Rating

The purpose of this survey is to evaluate the professional behaviors and dispositions of candidates enrolled in the School of Education at Indiana University Southeast.

Use of form: This evaluation form will be administered at different decision points, from entry to exit, in all programs.

Directions: Read each item and rate yourself on each aspect of the disposition based on the scale provided.

- 1. Unacceptable** – I do not feel that I demonstrate one or more elements of associated behaviors.
- 2. Emerging** – I attempt, but inconsistently demonstrate one or more elements of associated behaviors.
- 3. Acceptable** – I consistently and intentionally demonstrate behaviors in accordance with the elements.
- 4. Exemplary** – I seek opportunities above and beyond expected elements of associated behaviors.

Your first name:

Your last name:

Your student ID number:

Select your program:

Advance to Teaching - ELA

English as a Second Language/
English as a New Language

Secondary Education - Social
Studies

Advance to Teaching -
Mathematics

Reading

Special Education

Advance to Teaching - Science

School Counseling

Technology

Advance to Teaching - Social
Studies

Secondary Education - ELA

Transition to Teaching

Educational Leadership

Secondary Education -
Mathematics

Other (please specify):

Elementary Education

Secondary Education - Science

Directions

Read each item below and rate yourself on each aspect of the disposition based on the scale provided.

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2. **Emerging** – I attempt, but inconsistently demonstrate one or more elements of associated behaviors.
3. **Acceptable** – I consistently and intentionally demonstrate behaviors in accordance with the elements.
4. **Exemplary** – I seek opportunities above and beyond expected elements of associated behaviors.

1. I respect the accepted legal and ethical norms and values of education.

CAEP 1.1 & 3.6

INTASC 9

SOE 3c

Associated behaviors include, but are not limited to the following:

- Maintaining confidentiality of student records, parent communications, and private professional communications.
- Using language free of profanity and derogatory statements toward any individual or groups.
- Adhering to professional standards of integrity and decision-making truthfulness and honesty.
- Displaying ethical conduct for core values and concerns of the school, students and community

Unacceptable

Emerging

Acceptable

Exemplary

2. I effectively interact and collaborates with others and foster similar behaviors among candidates.

CAEP 1.1

INTASC 1

SOE 3a

Associated behaviors include, but are not limited to the following:

- Actively participating in and contributing to group assignments, projects or activities
- Designing and using collaborative activities and assessments

Unacceptable

Emerging

Accpetable

Exemplary

3. I am committed to diversity through equitable treatment and respect for all individuals.

CAEP 1.1

INTASC 1

SOE 4

Associated behaviors include, but are not limited to the following:

- Responding to the varying needs and dispositions of others
- Accepting and adapting to differences in learning styles and individual capabilities
- Valuing diverse languages and dialects and seeking to integrate them into his/her instructional practice to engage students in learning.

- Communicating verbally and non-verbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Unacceptable

Emerging

Acceptable

Exemplary

4. I exhibit personal management behaviors valued by the professional education community.

CAEP 1.1 & 3.6

INTASC 10

SOE 2a

Associated behaviors include, but are not limited to the following:

- Being present and punctual for professional activities and assigned duties
- Demonstrating preparedness for professional engagements
- Completing assigned work on time
- Respecting the intellectual property of others
- Maintaining the confidentiality of private records and meetings

Unacceptable

Emerging

Acceptable

Exemplary

5. I exhibit enthusiasm and respect for education as a practice and a profession.

CAEP 1.1

INTASC 3, 5, 9, 10

SOE 2a, 2b

Associated behaviors include, but are not limited to the following:

- Demonstrating positive behaviors, attitudes and a commitment to quality education
- Seeking opportunities to build positive relationships with others in the profession
- Participating in the meetings and activities of local, state and national professional associations and organizations
- Developing and pursuing personal goals for professional development
- Exhibiting high quality in the preparation and implementation of educational activities
- Seeing him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
- Seeking appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

Unacceptable

Emerging

Acceptable

Exemplary

6. I am committed to continuous self-evaluation and personal improvement.

CAEP 1.1

INTASC 6,9

SOE 1b, 3b

Associated behaviors include, but are not limited to the following:

- Committing to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- Demonstrating positive changes in educational practices or personal behaviors over time
- Responding analytically and proactively to assessments by supervisors or others and making changes to address legitimate concerns
- Actively soliciting feedback for purposes of making quality improvements in practice

Unacceptable

Emerging

Acceptable

Exemplary

7. I am committed to the belief that all children can learn.

CAEP 1.1

INTASC 1, 2, 3, 9

SOE 1a, 1b, 3b, 3d

Associated behaviors include, but are not limited to the following:

- Designing, adapting and delivering instruction to address each student's diverse learning strengths and needs and creating opportunities for students to demonstrate their learning in different ways.

- Providing equitable and meaningful learning opportunities for all students
- Collecting and analyzing data on student learning and making adjustments to increase learning of all students
- Holding all students to high standards by demonstrating persistence in helping all students reach his/her full potential

Unacceptable

Emerging

Acceptable

Exemplary

Comments regarding strengths and/or growth areas related to **any of the dispositions**.

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