

Candidate Dispositions Assessment Process	Not met	Proficient	Exceeds Expectations
	1-2	3-4	5-6
The Candidate Dispositions Assessment Process, listed below, reflect professional attitudes, values and behaviors that are characteristic of caring, collaborative and competent teachers. Candidates must have acceptable evaluations by their university and school-based supervisors in order to be recommended for licensure.			
Proficient			
<p>1. Ethical behavior</p> <p>The candidate</p> <ul style="list-style-type: none"> • protects the rights of all students and their families to confidentiality, freedom from harassment and physical and verbal abuse; • behaves in an impartial and prudent manner, avoiding conflicts of interest; and • is honest and trustworthy in the performance of professional duties. 			
<p>2. Responsible</p> <p>The candidate</p> <ul style="list-style-type: none"> • puts in sufficient time and effort to complete required tasks to high standards, • troubleshoots problems and find solutions, • is prompt and reliable, and • is well prepared and well organized. 			
<p>3. Personal and Professional Conduct</p> <p>The candidate</p> <ul style="list-style-type: none"> • communicates in a respectful and open manner with students, colleagues, families and other stakeholders; • serves as a role model for students, parents and the community; and • demonstrates a high standard of personal character and conduct. • continuously seeks to establish and maintain fair, impartial and appropriate professional relationships with all students, their families, school personnel and others stakeholders. 			
<p>4. Inclusive and affirming of diversity</p> <p>The candidate</p> <ul style="list-style-type: none"> • demonstrates appreciation and affirmation of multiple perspectives and that one's perspective is mediated by one's identities, characteristics and experiences; • is sensitive to power differentials; • values and uses as a resource the diversity within the school; • is responsive to diversity, welcomes students and families; and • treats people equitably and with respect 			

<p>5. Collaborative</p> <p>The candidate</p> <ul style="list-style-type: none"> actively participates in collegial activities, has positive relationships with colleagues, shares successful practices. contributes to group endeavors, values the contributions of colleagues, and involves learners, families, and the community in appropriate aspects of the instructional programs. 			
<p>6. Reflective practitioner and learner</p> <p>The candidate</p> <ul style="list-style-type: none"> demonstrates curiosity about learning and professional development; asks questions and questions assumptions; reflects on personal attitudes, professional beliefs, professional practice, and student outcomes; engages in behaviors that demonstrate the motivation to improve; and participates in a variety of avenues for professional growth. 			
<p>7. Receptive to feedback</p> <p>The candidate</p> <ul style="list-style-type: none"> is receptive and responsive to constructive feedback; listens to constructive criticism from supervisors, colleagues and other stakeholders; engages in critical thinking about the feedback; makes necessary adjustments after critically assessing the information; and seeks out the perspectives of others on issues relating to professional practice. 			
<p>8. Self-efficacious</p> <p>The candidate</p> <ul style="list-style-type: none"> demonstrates confidence in his/her ability to make decisions, organizes and executes actions needed to complete professional tasks; is self-reliant but seeks support and resources when appropriate; and believes that the collaborative actions of the candidate and his/her colleagues positively impact all learners. 			
<p>9. Engaged and committed to teaching as a profession</p> <p>The candidate</p> <ul style="list-style-type: none"> articulates and demonstrates a high interest in, a respect for and commitment to teaching; seeks ways to improve the profession; and is an advocate on behalf of learners and their families. 			