Dispositions are defined by CAEP as "The habits of professional action and moral commitments that underlie an educator’s performance." The purpose of the Assessment of Teacher Candidate Professional Dispositions at the Initial Level and the Assessment of Professional Dispositions at the Advanced Level is to evaluate the dispositions of candidates who seek to enter the education profession as either teachers or educational leaders. Disposition indicators align to InTASC Standards 9 and 10. Dispositions assessments are completed multiple times on each candidate; assessments are completed on all candidates during the Internship by the University Supervisor and at other times leading up to the internship by EPP faculty members. Dispositions assessments are reviewed for each candidate as the candidate progresses through the portal stages of his or her program. Evaluators rate each candidate on each professional disposition indicator. Scores that approach 1 should be given to candidates who exhibit less than acceptable habits and practices. Scores approaching 5 are reserved for candidates displaying positively remarkable behaviors. A score of 3 or “No Evidence to Believe Otherwise” signifies that there have been no observations of behaviors that would suggest a disposition that is not acceptable.
Assessment of Professional Dispositions at the Advanced Level

Program of Candidate
- Ed.S. in Educational Leadership
- Ed.S. in Instructional Technology
- M.Ed. in Educational Leadership
- M.Ed. in Instructional Technology
- M.Ed. in Language, Literacy and Culture
- M.Ed. in Special Education
- Certificate, English for Speakers of Other Languages (ESOL)
- Certificate, Online Teaching & Training
- Certificate, Literacy Teacher
- Certificate, Special Education
- Non-Degree Seeking
- I'm not sure

Course Delivery Mode
- online
- face-to-face
- blended/hybrid

Course Prefix, Number, Section and Name (e.g. EDLL 604 012 Practicum in Literacy Assessment and Evaluation)

Course Instructor's Name
- Last Name
- First Name
Assessment of Professional Dispositions at the Advanced Level

Sees diversity of ideas as a benefit in decision-making (e.g., collaborates with peers, considers diverse opinions and perspectives, acts compassionately towards others, is flexible and patient)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Promotes a safe and inclusive learning environment
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Builds on diverse social/cultural assets (e.g., includes stakeholders/families)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Persists in problem-solving (e.g., asks the right questions, inquisitive)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Examines own assumptions
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Works to eliminate barriers in teaching and learning
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree
Uses data for organizational improvement (e.g., initiates changes based on data, shares evidence for decision-making)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Uses evidence for continuous improvement (e.g., reflective practitioner)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Commits to facilitate improvements in learning (e.g., is able to think critically and effectively solve problems, evaluates attainment of goals, sets goals for continuous improvement)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Stays abreast of current and emerging ideas in the field
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Participates in professional growth activities (e.g., models lifelong learning)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Continuously improves knowledge and skills (e.g., displays with-it-ness, is enthusiastic toward content, teaching and learning)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree
Assessment of Professional Dispositions at the Advanced Level

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Agreement Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respects diversity (e.g., family composition, religion, sexual orientation, ethnicity, race, gender)</td>
<td><img src="image1" alt="Agreement Options" /></td>
</tr>
<tr>
<td>Is committed to timely feedback (e.g., reports on progress and change)</td>
<td><img src="image2" alt="Agreement Options" /></td>
</tr>
<tr>
<td>Communicates effectively (e.g., thoughtful listener, collegial, composed during conflict, uses professional language, fluent)</td>
<td><img src="image3" alt="Agreement Options" /></td>
</tr>
<tr>
<td>Open to adjustment (e.g., demonstrates grit in adverse circumstances, listens to critique, seeks and accepts help when needed, perseveres)</td>
<td><img src="image4" alt="Agreement Options" /></td>
</tr>
<tr>
<td>Works to uphold regulations, policies, and organizational norms (e.g., cites sources, demonstrates academic honesty, maintains confidentiality as appropriate, exhibits professional standards in appearance, adheres to schedule, complies with laws)</td>
<td><img src="image5" alt="Agreement Options" /></td>
</tr>
<tr>
<td>Sees learning as the fundamental purpose of the learning environment</td>
<td><img src="image6" alt="Agreement Options" /></td>
</tr>
</tbody>
</table>
Assessment of Professional Dispositions at the Advanced Level

Sets high standards for all (e.g., models high expectations, believes every learner can achieve at high levels)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Takes responsibility for actions (e.g., is prepared and punctual)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Applies ethical principles in all decisions
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Advocates for student learning and the profession
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Promotes professional learning for improvement (e.g., supports new programs, responds knowledgeably, mentors and coaches those that need assistance)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree

Uses research to improve practice (e.g., facilitates improvements, implements evidence-based strategies, investigates models of excellence)
- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree
Models responsible use of technology, resources and information

- Strongly agree
- Agree
- No evidence to believe otherwise
- Disagree
- Strongly disagree