



Professional Dispositions Consensus, Initial Licensure Programs

Candidates:

{{status}} {subject}

Candidate: {Last}, {First}

ID: {ID}

Program: {Program}

Semester: {Semester}

Course: {Course}

Assessment Point: {Point}

University Supervisor: {Supervisor}

As a candidate, {First} {Last} ...

| | Strongly Disagree (-2) | Disagree (-1) | No evidence to believe otherwise (0) | Agree (+1) | Strongly Agree (+2) |
|---|--------------------------|--------------------------|--------------------------------------|--------------------------|--------------------------|
| Q1. Engages with course concepts and materials (e.g., promotes EEDA performance standards, integrates hands-on instruction, cooperative learning). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q2. Strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q3. Establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, employs student engagement strategies). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q4. Interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

As a candidate, {First} {Last} ...

| | Strongly Disagree (-2) | Disagree (-1) | No evidence to believe otherwise (0) | Agree (+1) | Strongly Agree (+2) |
|--|--------------------------|--------------------------|--------------------------------------|--------------------------|--------------------------|
| Q5. Critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q6. Welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth).

Q7. Consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, protocol and procedures including reporting lateness or absences).

Q8. Takes the initiative to confidentially discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement).

As a candidate, {First} {Last} ...

| | Strongly Disagree (-2) | Disagree (-1) | No evidence to believe otherwise (0) | Agree (+1) | Strongly Agree (+2) |
|--|--------------------------|--------------------------|--------------------------------------|--------------------------|--------------------------|
| Q9. Evaluates and reflects on his/her actions and how it affects others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q10. Properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q11. Respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, demonstrates collegial behaviors). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q12. Demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

As a candidate, {First} {Last} ...

| | Strongly Disagree (-2) | Disagree (-1) | No evidence to believe otherwise (0) | Agree (+1) | Strongly Agree (+2) |
|--|--------------------------|--------------------------|--------------------------------------|--------------------------|--------------------------|
| Q13. Engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q14. Designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q15. Communicates clearly to engage students to make connections to prior learning and experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q16. Works to develop students' discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building).