

Sample A: Professional Dispositions Assessment

Indicators	Unacceptable	Proficient	Exemplary
<p>1. Embraces strengths and needs. Candidate acknowledges learners have differing strengths and needs that serve as a basis for growth. The candidate identifies and uses those strengths and needs to plan and deliver effective instruction. (InTASC 1h, 1i, 7n, 8s)</p> <p>CALL: Collaborating, Applying, Leading</p>	Often makes only negative comments about classmates and/or faculty.	Usually makes only constructive comments about classmates and/or faculty.	Makes only constructive comments about classmates and/or faculty.
	Generally disengaged during class.	Occasionally disengaged during class, but will re-engage with prompting.	Actively listens when classmates contribute in class.
	Reluctant to work/collaborate with others.	Willing to work/collaborate with others, but may need prompting.	Consistently willing to work/collaborate with any classmate.
<p>2. Engages in reflective practice (praxis). Candidate takes responsibility for each learner’s mastery of disciplinary content and skills, and uses ongoing analysis and reflection to improve planning and practice. (InTASC 2l, 9l, 1j, 4r)</p> <p>CALL: Collaborating, Leading, Learning</p>	Does not accept any kind of criticism.	Accepts constructive criticism and input from faculty, but may show occasional discomfort.	Welcomes and accepts constructive criticism and input from faculty.
	Ignores suggestions for improvement.	Occasionally incorporates suggestions for improvement into assignments and/or class performance.	Always Incorporates suggestions for improvement into assignments and/or class performance.
	Shows disdain when classmates ask for clarification of course content.	Usually respectful when classmates ask questions seeking clarification of course content.	Always is respectful when classmates ask questions seeking clarification of course content.
	Demonstrates no interest in assisting classmates.	Responsive to classmates’ request for assistance, but may need prompting.	Welcomes and is responsive to classmates’ request for assistance.
<p>3. Engages in learning process. Candidate creates learning environments that encourage independent and collaborative exploration, discovery, and expression. (InTASC 5s, 3p,)</p> <p>CALL: Collaborating, Applying, Leading</p>	Rarely, if ever, participates in class discussions.	Participates in class discussions, but may need prompting.	Readily participates in class discussions when appropriate.
	Rarely, if ever, participates in active, hands-on activities.	Participates in active, hands-on activities, but may need prompting.	Readily participates in active, hands-on activities when appropriate.
	Rarely, if ever, participates in group work.	Participates in group work, but may not contribute in meaningful ways.	Readily participates in group work and contributes in meaningful ways.
	Rarely, if ever, prepared to engage in the learning activities of the course (e.g., has necessary materials, and has completed assigned readings).	Usually prepared to engage in the learning activities of the course.	Consistently prepared to engage in the learning activities of the course.

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<p>4. Engages in broad, flexible thinking. Candidate facilitates learners' critical analysis of multiple perspectives within and beyond the discipline, and explores using this knowledge as a lens to address global and local issues. (InTASC 4p, 5r, 5q)</p> <p>CALL: Collaborating, Learning</p>	Does not do assigned reading.	Does assigned reading only.	Consistently seeks source material beyond those assigned.
	Cannot apply course content to diverse settings.	Occasionally applies course content to diverse settings.	Consistently applies course content to diverse settings.
<p>5. Employs assessment effectively. Candidate understands the ethical use of multiple types of effective assessments (e.g. assessments aligns with instruction, accommodations are made when appropriate, attempts are made to minimize bias) and to supporting learners' ability to use assessment feedback as the basis for self-reflection on progress and to improve performance. (InTASC 6q, 6s, 6t, 6v, 6u, 6r, 8p)</p> <p>CALL: Collaborating, Applying, Leading, Learning</p>	Does not use assessment feedback as the basis for self-reflection on progress and to improve performance.	Values assessment feedback, but may have difficulty using it as the basis for self-reflection on progress and to improve performance.	Uses assessment feedback as the basis for self-reflection on progress and to improve performance.
	Demonstrates no interest in using performance on multiple forms of assessment to better understand self as a learner.	Uses performance on just one major form of assessment to better understand self as a learner.	Uses performance on multiple forms of assessments to better understand self as a learner.
	Demonstrates no interest in, or knowledge of, ethical and unethical use of assessments.	May have some difficulty describing ethical and unethical use of assessments.	Able to describe ethical and unethical use of assessments.
<p>6. Plans well; maintains flexibility. Candidate takes professional responsibility to use short- and long-term planning as an evolving means of assuring student learning, understanding plans must always be open to adjustment and revision based on learner needs and changing circumstances. (InTASC 7p, 7q)</p> <p>CALL: Applying, Leading</p>	Work is consistently late or not submitted.	Usually submits work on time.	Always submits work on time.
	Schedules personal commitments which conflict with class meetings and assignment completion.	Schedules personal commitments so as not to conflict with class meetings and assignment completion.	Schedules personal commitments so as not to conflict with class meetings and assignment completion.
	Protests necessary changes in class schedules.	Accepts necessary changes in class schedules, but with some reluctance.	Readily accepts necessary changes in class schedules.
	Rarely punctual, poorly prepared, and disengaged for duration of class.	Usually punctual and prepared, usually engaged during class.	Arrives to class on time, prepared with assignments and necessary materials, and remains engaged for duration of class.

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<p>7. Employs relevant, current technology. Candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning. (InTASC 8r)</p> <p>CALL: Applying</p>	Does not utilize EPP technology resources as assigned/required (e.g., monitors EPP e-mail, participates in discussion boards, course website, Tk20)	Utilizes EPP technology resources as assigned/required but may need reminding.	Utilizes EPP technology resources as assigned/required.
	Does not integrate technology into class presentations and class work, or uses it in a superficial way.	Integrates technology into class presentations and class work, but such use may not be meaningful.	Integrates technology meaningfully into class presentations and class work.
	Ignores digital holdings of libraries, and does not use technology resources to seek information and problem-solve independently.	Utilizes digital holdings of libraries, or uses technology resources to seek information and problem-solve independently.	Utilizes digital holdings of libraries, and uses technology resources to seek information and problem-solve independently.
<p>8. Demonstrates reflective, self-directed learning. Candidate sees 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. He/she is committed to deepening understanding of his/her own frames of reference, this includes: culture, gender, language, abilities, ways of knowing content knowledge, and possible biases. (InTASC 9m, 4o, 4p, 10t, 9n)</p> <p>CALL: Collaborating, Applying, Learning</p>	Not attentive in class, assignments usually not completed.	Attentive in class, including taking notes when necessary, and usually completes all assignments.	Attentive in class, including taking notes when necessary, and completes all assignments.
	Does not contribute to classroom discussions.	Uses assigned readings when contributing to classroom discussions.	Uses personal experiences, assigned and unassigned readings when contributing to classroom discussions.
	Rarely, if ever, asks questions.	Asks the instructor and classmates relevant questions, but may need prompting.	Asks the instructor and classmates relevant questions.
	Rarely, if ever, describes opposing points of view.	May not always describe opposing points of view.	Describes opposing points of view.
	Does not speak factually, may use stereotypes or show bias.	Speaks factually, may have some difficulty indicating when speaking hypothetically or theoretically.	Speaks factually, and indicates when speaking hypothetically or theoretically.