**Professional Dispositions & Indicators: Initial Candidates**

**University Faculty and Clinical Teachers (CTs)**

Please be aware that by completing the disposition form(s) your responses/comments may be reviewed by the teacher candidate. Teacher candidates who accept their right to review this document must submit a request in writing to the Teacher Education Office, 102 Mooney Building. All confidential records are reviewed in the presence of a designated School of Education faculty/staff member.

<table>
<thead>
<tr>
<th>Candidate name</th>
<th>Course</th>
<th>Semester and year</th>
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1 = Does not meet expectations*  
2 = Meets expectations  
3 = Exceeds expectations  
N/A = Not applicable

### A. Intellectual Curiosity

The candidate:

- **1.** Has a deep and persistent desire to build on current knowledge of local, national, and global issues in education.
- **2.** Asks “why” and continues to inquire in order to understand fundamental concepts.
- **3.** Shows intellectual curiosity by being inquisitive, inspired, or intrigued.

**Comments:**

### B. Educational Engagement

The candidate:

- **4.** Is attentive.
- **5.** Shows interest.
- **6.** Is motivated to learn more about the learning process and/or educational endeavors.

**Comments:**

### C. Self-direction

The candidate:

- **7.** Shows ability to prioritize and complete tasks without oversight.
- **8.** Sets goals and can meet them.
- **9.** Manages time effectively.
- **10.** Takes initiative to complete tasks/projects.

**Comments:**

*Explain in comments*
D. Personal and Social Responsibility
The candidate:

11. Takes responsibility and is accountable for their own actions.
12. Shows concern for the common good of the group.
13. Acts to advance their students' academic and social goals.

Comments:

E. Indicators of Cultural Responsiveness and Respect for Difference
Our goal is for candidates to work toward developing a social justice mindset. This includes questioning commonly held beliefs, assumptions, and practices; examining the significance of history, identity, and power; and advocating for all students and families.

The candidate:

14. Pursues a deeper understanding of diversity in all its many forms (including, but not limited to, race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, community environment, language/dialect variation, and special education needs).
15. Articulates affirming views of student and family diversity and the assets diversities bring to the classroom, school, and community.
16. Acknowledges their own culture, background, beliefs, and educational experiences and the roles they play in teaching and learning.
17. Uses language that is not demeaning or harmful to any individual or group.
18. Counteracts negative stereotypes and bigotry through words and actions.
19. Values and encourages multiple perspectives.

Comments:

F. Professional Behavior and Fairness
The candidate:

20. Demonstrates a firm belief that all students can learn.
21. Shows fairness by making decisions and acting in a manner that is free of bias, nondiscriminatory, and equitable.
22. Demonstrates caring and concern for student welfare.
23. Demonstrates enthusiasm and respect for the profession of teaching.
24. Collaborates effectively with other teacher candidates, teachers, and professionals to support the academic and social development of students.
25. Communicates effectively with professors and clinical teacher regarding attendance, lesson/unit plans, additional responsibilities, etc.

Comments:

CT/faculty member name __________________________________________
Signature __________________________________________ Date __________

Revised 10.28.16