COLLEGE OF ARTS & SCIENCES, AND EDUCATION
Department of Teaching and Learning
2500 West North Avenue, Baltimore, Maryland 21216
Grace Hill Jacobs Room 730; (410) 951 – 3066
"Educator as Reflective Facilitator of Learning"

Disposition Assessment Form (Self-Administered)

Name: _____ Student ID #: _____ Date: _____
Program: _____ Milestone #: □ I   □ II   □ III

	Rating Scale
Professional dispositions are the values, beliefs, and attitudes that influence behaviors toward students, families, colleagues, and communities (Learning Community) and which affect student learning and achievement, and motivation; safety and successful yield within the learning environment, well-being of others, motivation, and development, as well as the educator's own professional growth (Professional Behaviors). As such, unit faculty and stakeholders consider sincerely held, professional dispositions ultimately lead to positive actions and patterns of professional conduct. **Directions:** Each candidate will complete the *Disposition Assessment Form* to measure the level to which s/he believes that s/he demonstrates the values of the CSU dispositional measures. The candidate must present a **computer processed copy** of the self-administered *Disposition Assessment Form* at the interview for Admission to Teacher Education and again at the interview for Admission to Student Teaching.	4= Exceeds Expectation 3=Meets Expectation 2= Needs Improvement 1= Unacceptable

I: Disposition as a Value

Candidate Contribution to Learning Community

1. *Value Statement: Candidate contributes to the learning community and embraces the principle of fairness and a belief that all students can learn. I*

a. **Respect learners'** differing strengths and needs and is **committed** to using this information to further each learner's development *(InTASC 1)*	□4	□3	□2	□1
b. **Am committed** to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning *(InTASC 3)*.	□4	□3	□2	□1
c. **Respect** learners' diverse strengths and needs *(InTASC 7)*.	□4	□3	□2	□1
d. Am c**ommitted** to using information on student diverse strengths and needs to plan effective instruction. *(InTASC 7)*.	□4	□3	□2	□1
Overall Rating for Contribution to Learning Community:	□4	□3	□2	□1

Candidate Commitment to Profession

2. *Value Statement: Candidate demonstrates a high regard for the profession. I*

a. **Am committed** to exploring how the use of new and emerging technologies can support and promote student learning *(InTASC 8)*.	□4	□3	□2	□1
b. **Take initiative** to grow and develop with colleagues through interactions that enhance practice and support student learning *(InTASC 10)*.	□4	□3	□2	□1
c. **Actively share** responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success. *(InTASC 10)*.	□4	□3	□2	□1

3. *Value Statement: Candidate continually studies and reflects upon theory, research, policy and practice in order to improve teaching effectiveness. I*

a. **Realize that content knowledge** is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field *(InTASC 4)*.	□4	□3	□2	□1
b. **Appreciate multiple perspectives** within the discipline and facilitates learners' critical analysis of these perspectives *(InTASC 4)*.	□4	□3	□2	□1
c. **Value knowledge** outside his/her own content area and how such knowledge enhances student learning *(InTASC 5)*.	□4	□3	□2	□1
d. **Value flexible learning environments** that encourage learner exploration, discovery, and expression across content areas *(InTASC 5)*.	□4	□3	□2	□1
e. See self as **a learner, continuously seeking opportunities** to draw upon current education policy and research as sources of analysis and reflection to improve practice *(InTASC 9)*.	□4	□3	□2	□1
f. **Understand the expectations of the profession** including codes of ethics, professional standards of practice, and relevant law policy *(InTASC 9)*.	□4	□3	□2	□1
Overall Rating for Commitment to Profession:	□4	□3	□2	□1

Revised Fall 2015 (LLL)

COLLEGE OF ARTS & SCIENCES, AND EDUCATION
Department of Teaching and Learning
2500 West North Avenue, Baltimore, Maryland 21216
Grace Hill Jacobs Room 730; (410) 951 – 3066
"Educator as Reflective Facilitator of Learning"

II:	Disposition as Both Belief and Value				
Candidate Contribution to a Positive Learning Environment					

4. *Belief and Value Statements: Candidate exhibits energy and determination to make the classroom a safe and supportive learning environment. I*

a.	**Believe** that all learners can achieve at high levels and persists in helping each learner reach his/her full potential *(InTASC 2)*.	□4	□3	□2	□1
b.	**Believe** that plans must always be open to adjustment and revision based on learner needs and changing circumstances *(InTASC 7)*.	□4	□3	□2	□1
c.	**Commit to deepening awareness and understanding** the strengths and needs of diverse learners when planning and adjusting instruction *(InTASC 8)*.	□4	□3	□2	□1
Overall Rating for Contribution to Positive Learning Environment:		□4	□3	□2	□1

III:	Disposition as Attitude				
Candidate Contribution to the Well-Being of Others					

5. *Attitude Statement: Candidate demonstrates a commitment to the Well-being of Students, Families, and Communities. I*

a.	**Value** the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development *(InTASC 1)*.	□4	□3	□2	□1
b.	**Commit to working with learners**, colleagues, families, and communities to establish positive and supportive learning environments *(InTASC 1)*.	□4	□3	□2	□1
c.	**Respect learners as individuals** with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests *(InTASC 2)*.	□4	□3	□2	□1
Overall Rating for Contribution to Well-Being of Others:		□4	□3	□2	□1

IV:	Disposition as Belief				
Candidate Commitment to the Profession					

6. *Belief Statement: Candidate demonstrates commitment to Professional Competence and Ongoing Professional development. I*

a.	**Commit to making accommodations** in assessments and testing conditions, especially for learners with disabilities and language learning needs. *(InTASC 6)*.	□4	□3	□2	□1
b.	**Commit to the ethical use of various assessments** and assessment data to identify learner strengths and needs to promote learner growth *(InTASC 6)*.	□4	□3	□2	□1
Overall Rating for Commitment to Profession:		□4	□3	□2	□1

Comments:_____

_____

_____

_____

_____

_____

_____

Candidate's Signature: _____   Date: _____