

Dispositions for Teacher Education Candidates (Self-Assessment)

1=Strong disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strong Agree

InTASC	ACEI	NAEYC		1	2	3	4	5
1	1	1	1. I believe that all students can learn.	0	0	0	0	0
3	3.4	4	2. I believe it is the teacher's responsibility to create learning experiences that positively impact the development of students' self-confidence and competence.	0	0	0	0	0
3	3.4	4	3. I believe the classroom environment a teacher creates greatly affects students' learning and development.	0	0	0	0	0
1	1	1	4. I believe that students learn in a many different ways.	0	0	0	0	0
10	5.2	6	5. I view teaching as a collaborative effort among educators.	0	0	0	0	0
5	3.1	5	6. I believe technology can be engaging and should be considered an asset to student learning.	0	0	0	0	0
2	3.2	4	7. I respect the cultures of all students.	0	0	0	0	0
2	3.2	4	8. I build relationships with diverse groups of people and I'm interested in learning about other cultures and ways of life.	0	0	0	0	0
10	3.5	6	9. I communicate caring, concern, and a willingness to become involved with others.	0	0	0	0	0
9	5.2	2	10. I assume responsibility when working with others.	0	0	0	0	0
9	5.1	2	11. I am consistently on time for all professional responsibilities.	0	0	0	0	0
9	5.1	2	12. I complete assignments and other professional obligations when due.	0	0	0	0	0
10	5.2	6	13. I show initiative.	0	0	0	0	0
4	2	5	14. I demonstrate content knowledge about teaching subject area.	0	0	0	0	0
4	2	5	15. I participate in professional development activities to continue my professional growth in my subject area.	0	0	0	0	0
6	4	3	16. I have the competences to use authentic methods to assess student learning.	0	0	0	0	0
6	4	3	17. I can make data-driven instructional decisions.	0	0	0	0	0
5	3.3	5	18. I know how to guide students to apply knowledge and skills to real world problems.	0	0	0	0	0
5	3.3	5	19. I demonstrate the knowledge and skills to facilitate learners' application of higher order thinking skills such as critical thinking, creativity, and collaborative problem solving.					
7	3.1	4	20. I am familiar with learning standards in my subject area and know how to plan instruction to meet the learning outcomes.	0	0	0	0	0
8	3.2	5	21. I am familiar with learning theories associated with various pedagogical practices and how to apply them to meet students' learning needs.	0	0	0	0	0

Dispositions for Teacher Education Candidates (Instructor Assessment)

1=Strong disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strong Agree

InTAS C	ACE I	NAEY C		1	2	3	4	5
1	1	1	1. The candidate believes that all students can learn.	O	O	O	O	O
3	3.4	4	2. The candidate understands it is the teacher's responsibility to create learning experiences that positively impact the development of students' self-confidence and competence.	O	O	O	O	O
3	3.4	4	3. The candidate believes the classroom environment a teacher creates greatly affects students' learning and development.	O	O	O	O	O
1	1	1	4. The candidate believes that students learn in a many different ways.	O	O	O	O	O
10	5.2	6	5. The candidate views teaching as a collaborative effort among educators.	O	O	O	O	O
5	3.1	5	6. The candidate can use technology to engage and consider it an asset to student learning.	O	O	O	O	O
2	3.2	4	7. The candidate respects the cultures of all students.	O	O	O	O	O
2	3.2	4	8. The candidate understands it is important to build relationships with diverse groups of people and is interested in learning about other cultures and ways of life.	O	O	O	O	O
10	3.5	6	9. The candidate communicates caring, concern, and a willingness to become involved with others.	O	O	O	O	O
9	5.2	2	10. The candidate assumes responsibility when working with others.	O	O	O	O	O
9	5.1	2	11. The candidate is consistently on time for all professional responsibilities.	O	O	O	O	O
9	5.1	2	12. The candidate completes assignments and other professional obligations when due.	O	O	O	O	O
10	5.2	6	13. The candidate shows initiative.	O	O	O	O	O
4	2	5	14. The candidate demonstrates content knowledge about teaching subject area.	O	O	O	O	O
4	2	5	15. The candidate participates in professional development activities to continue his/her professional growth in the subject area.	O	O	O	O	O
6	4	3	16. The candidate has the competences to use authentic methods to assess student learning.	O	O	O	O	O
6	4	3	17. The candidate can make data-driven decisions.	O	O	O	O	O
5	3.3	5	18. The candidate understands how to how to guide students to apply knowledge and skills to real world problems.	O	O	O	O	O
			19. The candidate demonstrates the knowledge and skills to facilitate learners' application of higher order thinking skills such as critical thinking, creativity, and collaborative problem solving.					
7	3.1	4	20. The candidate is familiar with learning standards in his/her subject area and knows how to plan instruction to meet the learning outcomes.	O	O	O	O	O
8	3.2	5	29. The candidate is familiar with learning theories associated with various pedagogical practices and how to apply them to meet students' learning needs.	O	O	O	O	O

Comments:

Submitted by:

Disposition Feedback Form

Instructor/Mentor/Site:

Supervisor: School of Interdisciplinary Studies and Education Candidate:

Date of Conference:

Please Check Dispositional Area(s) of Concern:

- **Reflection** – Candidates should recognize that professional reflection combined with experience leads to professional growth. Candidates should be thoughtful about their teaching or counseling, critically examine their teaching/counseling practices, demonstrate openness to feedback and strive for ongoing professional improvement.
- **Professional conduct** – Candidates should exercise sound judgment and ethical professional behavior. Candidates should represent positive role models for their students and be supportive colleagues with other professionals and paraprofessionals.
- **Respect for diversity** – Candidates should be sensitive to individual differences in their professional practice. Candidates demonstrate respect and empathy for diverse student population, their families, and the community.
- **High expectations** – Candidates should believe that their students can learn and should set high, yet realistic goals for student success. Candidates should communicate those high expectations to their students in positive ways.
- **Curiosity** – Candidates should promote and support curiosity in their students and encourage active inquiry and problem solving. Candidates should be professionally active lifelong learners and seek opportunities for professional development.
- **Dedication** – Candidates should be committed to the educational profession for the betterment of their schools, communities, and students. Candidates also demonstrate dedication by class attendance, participation, completion of assignments, and overall performance in courses.
- **Content knowledge** – Candidates should demonstrate knowledge about the subject area in which they will be certified, are familiar with the standards appropriate to their disciplines, and are competent to use fair, appropriate methods to assess and support student learning.
- **Leadership and collaboration** – Candidates should demonstrate leadership and take initiative to support student learning through collaboration with families, colleagues, other school professionals, and community members.
- **Pedagogical practices** – Candidate should be knowledgeable about educational, developmental and learning theories associated with various pedagogical practices and how to apply them in appropriate

learning environments.

- **Honesty** – Candidates should model personal and academic integrity by their actions. Candidates should be forthright in their interactions with others and uphold high standards of trust, character, and academic integrity. Refer to [NYIT Academic Integrity Policy](#) for details.

Please describe the dispositional behavior and/or language indicating deficiency (Attach additional page(s) as needed).

Teacher Candidate Signature: _____
(Signature indicates awareness not necessarily agreement)

Instructor/Mentor/Site Supervisor Signature: _____

Return form to Program Chair

If the student is present, he/she is required to sign the form. If the student is at a distance, then the faculty member can sign the form that a discussion occurred to make the candidate aware of this action and the reason for it before submitting the Dispositional Feedback Form.

Check Appropriate Statement: This dispositional feedback form will be placed in the candidate's file for further reference regardless of statement checked.

_____ Deficiency addressed by faculty member. No Admission/Retention Committee action required.

_____ Admission/Retention Committee action required.

Please describe how the deficiency was addressed (Attach additional page(s) as needed).

Disposition Remediation Plan

Candidate: Program Chair:

Disposition being addressed by this plan:

Evidence of progress in addressing this deficiency will be shown by:

To verify progress in addressing this deficiency, the appropriate individuals listed below may be contacted:

Progress is expected to be observed initially within__days and will be monitored for a period of not less than _____.

Candidate Signature:_____

Program Chair Signature:_____

Date:_____

Approved by SOE Accreditation and Assessment Committee 5/10

2016 Approved by SOE Advisory Board 5/17, 2016

Approved by NYIT General Counsel 6/17, 2016