# Candidate Disposition Rev. spring 18

Top of Form

|  | **No Demonstration of Standard** **0** | **Unacceptable** **1** | **Acceptable** **2** | **Target** **3** | **Score/Level** |
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| 1. The candidate demonstrates awareness that students construct their knowledge through discussions and interactions, with peers and teachers. InTASC 1(b) | The candidate does not demonstrate awareness of how knowledge is gained. | The candidate demonstratesa minimal or inadequateawareness of how knowledge is gained. | The Candidate demonstrates knowledge of how conceptual understanding evolves through interactions with peers and teachers. | The Candidate demonstrates a high level of awareness about how students gain knowledge through multiple interactions. |   |
| 2.a. The candidate demonstrates problem-solving skillsInTASC 9(n) | The candidate does not demonstrate problem-solving skills. | The candidate demonstrates a need for further development to improve problem-solving skills. | The candidate demonstrates problem-solving skills. | The candidate demonstrates increasing competency in problem-solving skills. |   |
| 2b. The candidate demonstrates critical thinking. InTASC 9a | The candidate does not demonstrate critical thinking.  | The candidate demonstrates a need for further development to improve their ability for critical thinking.  | The candidate demonstrates critical thinking.  | The candidate demonstrates critical thinking in a wide range of situations. |   |
| 3. The candidate demonstrates a commitment to planning, assessment, reflection and learning as a continuous and circular process. InTASC 6(q)CAEP 1.2 |  | Candidate shows a low level of ability to plan, assess, and reflect on learning as continuous.  | Candidate shows the ability to plan in ways that reflect awareness that learning is continuous and a circular process. | Candidate consistently shows commitment to planning, assessment and reflection as a continuous and circular process. |   |
| 4. The candidate demonstrates effective, respectful and culturally sensitive verbal and nonverbal communication and responsive listening with students, families, and colleagues that encourage multiples modes of two-way communicationInTASC 2(o)CAEP 1.1 | The candidate does not show cultural sensitivity in verbal or nonverbal communication or through responsive listening. | The candidate shows little cultural sensitivity in verbal or nonverbal communication or responsive listening. | The candidate shows cultural sensitivity in verbal and nonverbal communications and in responsive listening. | The candidate consistently shows cultural sensitivity in verbal and nonverbal communications and in responsive listening with many types of interactions. |   |
| 5. The candidate demonstrates enthusiasm for content, engages in professional discourse, and continuous learning for personal and professional growth. 5(q)CAEP 1.2 | The candidate does not show enthusiasm for content and does not engage in professional discourse or continue learning. | The candidate shows very little enthusiasm for the content, professional discourse or growth. | The candidate consistently shows enthusiasm for the content, professional discourse and professional growth. | The candidate always shows high levels of enthusiasm for the content, professional discourse and professional growth. |   |
| 6.The candidate shows respect for individual, cultural and linguistic differences and is sensitive to community and cultural norms. InTASC 8(k)CAEP 1.2 | The candidate does not show respect for cultural and linguistic differences. | The candidate shows little respect for individual, cultural or linguistic differences of the community or culture. | The candidate consistently shows respect for individuals, cultural and linguistic differences and is sensitive to community and cultural norms. | The candidate always shows genuine respect for individuals, cultural and linguistic differences and is sensitive to community and cultural norms. |   |
| 7. The candidate demonstrates an understanding of the power of collaboration and democratic principles in learning, teaching and decision-making.InTASC 10(p)CAEP 1.2 | The candidate does not demonstrate an understanding of the power of collaboration and democratic principles. | The candidate shows little understanding of the power to collaborate and use democratic principles in learning, teaching or decision-making. | The candidate consistently shows an understanding of the power to collaborate and use democratic principles in learning, teaching or decision-making. | The candidate always shows high levels of understanding of the power to collaborate and use democratic principles in learning, teaching or decision-making. |   |
| 8. The candidate approaches each learner as an individual with unique strengths, learning capabilities, and rich backgrounds, demonstrating an understanding that all learners can achieve at high levels and persists in helping each learner reach their full potential.InTASC 1 (h)CAEP 1.1 | The candidate does not approach each learner as an individual or persist in helping learners to achieve their highest level. | The candidate rarely approaches learners as individuals with unique strengths, learning capabilities, and rich backgrounds | The candidate consistently approaches learners as an individual with unique strengths, learning capabilities, and rich backgrounds | The candidate always approaches each learner as an individual with unique strengths, learning capabilities, and rich backgrounds and demonstrates persistence in helping each student achieve at their highest level. |   |
| 9. a. The candidate demonstrates ethical behavior. | The candidate does not demonstrateethical behavior. | The candidate demonstrates inconsistency inethical behavior. | The candidate demonstrates ethical behavior. | The candidate demonstrates ethical behavior across multiple settings.  |   |
| 9. b. The candidate demonstrates professional behavior, including but not limited to punctuality.InTASC 9o | The candidate does not demonstrate professional behavior. | The candidatedemonstrates a need for further development in professional behavior. | The candidate consistently demonstrates professional behavior,  | The candidate always demonstrates professional behavior, including punctuality, across many settings. |   |
| 10. The candidate demonstrates the ability to problem-solve and act in responsible ways.InTASC 10 | The candidate does not demonstrate the ability to problem-solve and act in responsible ways. | The candidate demonstrates developing abilities to problem-solve and act in responsible ways. | The candidate demonstrates the ability to problem-solve and act in responsible ways. | The candidate consistently demonstrates the abilities to problem-solve and act in responsible ways. |   |
| 11.The candidate is dependable and demonstrates regular participation and attendance. InTASC 9(o)CAEP 1.2 | The candidate is not dependable in regular participation or attendance. | The candidate shows a lack of dependability, regular participation, and regular attendance.  | The candidate is dependable and demonstrates regular participation and attendance.  | The candidate is always dependable and always demonstrates regular participation and has consistent attendance. |   |
| 12.The candidate demonstrates punctuality and is on time.InTASC 9(o) | The candidate is not punctual or on time. | The candidate shows up late on a regular basis. | The candidate demonstrates punctuality and is on time. | The candidate is always punctual and on time. |   |
| 13.The candidate meets deadlines or makes arrangements if the deadline cannot be met.InTASC 9 (o)CAEP 1.2 | The candidate does not meet deadlines or make arrangements. | The candidate shows little ability to meet deadlines or make arrangements if the deadline cannot be met. | The candidate meets deadlines or makes arrangements if the deadline cannot be met. | The candidate consistently meets deadlines or always makes arrangements if the deadline cannot be met. |   |
| 14.The candidate adheres to all student behavior policies and procedures set by the University.InTASC 9 (o)CAEP 1.2 | The candidate does not adhere to policies and procedures. | The candidate has demonstrated a low level of ability to adhere to all student behavior policies and procedures set by the University. | The candidate adheres to all student behavior policies and procedures set by the University. | The candidate adheres to all student behavior policies and procedures set by the University and models excellent citizenship for the students and community. |   |
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Total Points Bottom of Form