## Candidate Professional Dispositions Checklist

**Engagement in Academic Work, Clinical Settings, and the Learning Process**

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<th>Conceptual Framework</th>
<th>Standards and Indicators</th>
<th>Candidate Proficiency Rating</th>
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<td><strong>Content</strong></td>
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</table>
| 1. Knowledgeable teachers who demonstrate depth and breadth in subject area content, pedagogy, instructional technology, and psychology as it applies to teaching | - investigate and explore content as needed to enhance and deepen own understanding, and  
- articulate interdisciplinary connections across content areas, as appropriate. | Met | Not Met |
| 2. Well-informed teachers who are aware of state and national professional standards and can apply them in the classroom | - produce work that is complete, accurate, and thoughtful; and  
- produce work that indicates engagement in course content and process. | Met | Not Met |
| 3. Flexible teachers who are capable of performing successfully in various teaching-learning situations | - adapt to changes in schedules, requirements, etc.; and  
- are able to develop appropriate alternate plans when necessary. | Met | Not Met |
| 4. Creative teachers who appreciate the uniqueness of every individual and who use innovative methods to help all students meet curriculum standards | - show originality and initiative, and  
- strive to create a love of learning through innovative and inclusive lesson planning. | Met | Not Met |
| 5. Resourceful teachers who create, access, and utilize effective instructional tools, technologies, assessments and community resources | - use evaluation and assessment to guide instruction,  
- take initiative for learning, and  
- seek help and consultation when needed. | Met | Not Met |
| **Pedagogy**         |                          |                               |
| 6. Collaborative teachers who demonstrate awareness of an appreciation for the communities in which they teach and who foster mutually beneficial relationships with the community | - maintain appropriate relationships,  
- make significant contributions to group processes and class discussions,  
- facilitate rather than impede class and group goals, and  
- respect the opinions and contributions of others. | Met | Not Met |
| 7. Responsible teachers who exemplify the skills, behaviors, dispositions, and responsibilities expected of members of the teaching profession | - make field experience contact early and appropriately,  
- maintain appropriate professional appearance,  
- follow school policies,  
- arrive prepared and on time,  
- turn in assignments when due,  
- can attend to multiple stimuli (multi-task), and  
- adhere to the Code of Ethics for North Carolina Educators. | Met | Not Met |
| 8. Reflective teachers who maintain a commitment to excellence and to the continuous assessment, adaptation, and improvement of the teaching-learning process | - actively, persistently, and carefully think about teaching, before, during, and after lesson implementation,  
- actively attempt to implement modifications/suggestions, and  
- respond positively to constructive criticism. | Met | Not Met |
| 9. Humane teachers who value the dignity of every individual and foster a supportive climate of intellectual inquiry, passion for learning, and social justice | - uphold standards of fairness,  
- demonstrate the belief that all students can learn,  
- exhibit appreciation and respect for differences,  
- take care to avoid allowing personal bias to impact interaction/instruction, and  
- use professional language to discuss students, peers, and teachers. | Met | Not Met |

**Professionalism**

Timing (select one): **Midterm □  Final □  Other □**

Candidate Signature: __________________________ Date: __________________________

(indicates the candidate has read the dispositions assessment, but does not necessarily imply agreement)

08/2012