

Teacher Candidate Assessment of Dispositions Inventory (ADI)

Candidate Name: _____ Major: _____
 This assessment scale should be used to assess the candidate at this point in his/her program.
 Date: _____ Class or Field Experience Setting: _____

Rating Scale for Dispositions:

Not applicable (NA)	Unacceptable (1)	Basic (2)	Developing (3)	Proficient (4)	Outstanding (5)
In this particular setting I have had no opportunity to observe this disposition.	Candidate's behavior is contrary to this disposition in this setting. (For some dispositions such as honesty, confidentiality, and ethics, contrary behaviors are always unacceptable.)	Candidate's behavior most often demonstrates a minimal level of competence on this disposition in this setting.	Candidate's behavior is emerging on this disposition with demonstrations of adequate competence and occasional displays of contrary behavior in this setting.	Candidate's behavior frequently demonstrates a high level of competence on this disposition in this setting.	Candidate's behavior always or <i>almost always</i> exemplifies this disposition in this setting.

Professional Conduct: The candidate assesses him/herself to effectively portray him/herself as a professional. The candidate continually strives to be responsible for what is under his/her control as well as adapt to meet the expectations of school/organization.

The teacher candidate:	Rating
1. Displays professionalism through regular attendance and being punctual.	N/A-1-2-3-4-5
2. Displays professionalism through <i>appropriate</i> appearance and demeanor.	N/A-1-2-3-4-5
3. Demonstrates academic and professional honesty.	N/A-1-2-3-4-5
4. Demonstrates positive qualities of collegiality.	N/A-1-2-3-4-5
5. Maintains appropriate confidentiality.	N/A-1-2-3-4-5
6. Demonstrates high ethical standards and makes wise ethical decisions.	N/A-1-2-3-4-5
7. Uses oral language appropriate to purpose and audience.	N/A-1-2-3-4-5
8. Uses written language appropriate to purpose and audience.	N/A-1-2-3-4-5
9. Meets deadlines for assignments and professional tasks.	N/A-1-2-3-4-5
<i>Additional comments or explanation regarding teacher candidate's professional conduct</i>	

Professional Responsibility: The candidate consistently assesses him/herself to determine his/her effectiveness within the classroom and within the school setting/culture. The candidate actively seeks to incorporate best teaching practices, develop interpersonal skills, as well as work collaboratively with others. The candidate actively seeks to work effectively within the school setting/culture.	
The teacher candidate:	
1. Demonstrates responsibility for successes as well as mistakes; seeks to remedy mistakes.	N/A-1-2-3-4-5
2. Demonstrates the use of critical thinking skills and acknowledges multiple perspectives.	N/A-1-2-3-4-5
3. Is receptive to new ideas.	N/A-1-2-3-4-5
4. Demonstrates appropriate respect for peers, professors, supervisors, and/or school personnel.	N/A-1-2-3-4-5
5. Demonstrates appropriate respect for PK-12 students in field experience opportunities.	N/A-1-2-3-4-5
6. Demonstrates flexibility.	N/A-1-2-3-4-5
7. Demonstrates enthusiasm for teaching and learning.	N/A-1-2-3-4-5
8. Demonstrates preparedness for all responsibilities and tasks.	N/A-1-2-3-4-5
9. Demonstrates commitment to the profession by participating in professional school site activities (staff development, PTA, parent-teacher conferences, team planning, etc.).	N/A-1-2-3-4-5
<i>Additional comments or explanation regarding teacher candidate's professional responsibilities</i>	

Professional Growth: The candidate continuously strives to grow and change, personally and professionally, to not only meet the diverse needs of their students, school, community, and profession but also the needs of a global and technological society. The candidate has a desire and disposition for growth and betterment in all areas connected to teaching and learning.	
The teacher candidate:	
1. Is responsive to feedback and suggestions for improvement.	N/A-1-2-3-4-5
2. Demonstrates an interest in acquiring content knowledge and pedagogy expertise.	N/A-1-2-3-4-5
3. Evaluates the effects of his or her choices and actions on others and makes changes when needed.	N/A-1-2-3-4-5
4. Seeks professional growth opportunities and demonstrates professional responsibility by a) Being involved in professional activities (conferences, symposiums, research day, etc.). b) Being involved in professional and/or student organizations.	N/A-1-2-3-4-5

5. Works well with limited supervision and guidance.	N/A-1-2-3-4-5
6. Demonstrates initiative.	N/A-1-2-3-4-5
<i>Additional comments or explanation regarding teacher candidate's professional growth.</i>	

<p>Commitment to Diversity and Social Justice: The candidate has strong background knowledge and understands learning is a social endeavor. The candidate continuously strives to create a community of learners who construct meaning from their experiences and possess a disposition for further exploration and learning. The candidate uses and justifies a variety of classroom arrangements, groupings, actions, strategies, and methodologies in order to build a supportive and caring community where students are engaged in assessing possible actions and outcomes based upon their goals and values.</p>	
The teacher candidate	
1. Demonstrates respect for the diverse learning community through actions and communications.	N/A-1-2-3-4-5
2. Promotes respect for diversity through interactions with all individuals.	N/A-1-2-3-4-5
3. Promotes interactions that build trust and openness.	N/A-1-2-3-4-5
4. Demonstrates the belief that all students can learn.	N/A-1-2-3-4-5
5. Practices an ethical philosophy that promotes fairness, honesty, compassion, and social justice.	N/A-1-2-3-4-5
<i>Additional comments or explanation regarding teacher candidate's commitment to diversity and social justice.</i>	