

University of Arkansas

Teacher Education Candidate Disposition Inventory

Candidate: _____ Program: _____ Instructor: _____

Date: _____ Course: _____ #Absences: _____ # Tardies: _____

Is a conference needed? ___ Yes ___ No If yes, who should be involved: _____

Purpose: The Candidate Disposition Inventory is an assessment tool designed to provide feedback to teacher candidates regarding demonstration of dispositions considered essential to effective teaching. The Inventory is completed by University Faculty and/or Mentor Teachers working directly with teacher candidates. Once faculty/mentors have completed the Inventory, individual conferences are scheduled with teacher candidates to discuss personal growth plans and any areas of concern and/or needing improvement. Teacher candidates exhibiting considerable concerns will work closely with faculty and program leadership to address these concerns so that they can complete the program successfully. They will be monitored closely to assess their progress in noted areas. Other uses of the inventory may include teacher candidate self-assessment or as a discussion tool about professional practice with University faculty as they proceed through the program.

Instructions: For each dispositional statement, indicate if the disposition was appropriately displayed, inappropriately displayed, or not seen. Please refer to the Rubric for Candidate Disposition Inventory for specific elements related to each statement. The following descriptors apply:

- **YES – All dispositions in the statement are appropriately displayed**
- **NO – One or more of the dispositions in the statement are inappropriately displayed**
- **NS – Not Shown**

DISPOSITIONAL STATEMENT	RATING		
1. Communicates effectively and/or appropriately.	Yes	No	NS
2. Demonstrates a positive attitude through engagement.	Yes	No	NS
3. Uses courtesy, respect, and civility when interacting with others.	Yes	No	NS
4. Displays the ability to work with diverse individuals.	Yes	No	NS
5. Displays a passion for continuous learning.	Yes	No	NS
6. Stays focused on a task and handles the task professionally and maturely.	Yes	No	NS
7. Demonstrates confidence and commitment when taking on assigned and/or unassigned tasks.	Yes	No	NS
8. Demonstrates flexibility and is able to make adjustments in light of changing circumstances.	Yes	No	NS
9. Shows ethical thinking and sound judgment.	Yes	No	NS
10. Exhibits a belief that ALL students can learn.	Yes	No	NS
11. Is self-reflective and accepts and uses constructive feedback.	Yes	No	NS

Comments (Required for disposition statement(s) marked "No")

This form completed by (circle one): Instructor Supervisor Mentor Teacher

Instructor Signature

Date

*Candidate Signature

Date

(*Candidate signature acknowledges review of form, not necessarily concurrence)

University of Arkansas Teacher Education Program

Disposition And Related Standards	Disposition Definition	YES	NO
(1) Effective and appropriate communication CAEP 1.1 InTASC 6.8	Communicates effectively and appropriately both orally and in written work.	Uses no objectionable language; Grammar use is mostly accurate; Honesty and integrity are generally apparent. Words and actions are polite and professional.	Uses objectionable language; Incorrect grammar employed; Honesty and integrity are sometimes not evident in actions or words. Words or actions are insulting or show contempt for others or other cultures or genders.
(2) Appropriate engagement CAEP 1.1 InTASC 9, 10	Demonstrates appropriate engagement such as appropriate facial expressions, eye contact, and body language.	Pays attention in class and school settings; displays appropriate levels of participation; displays a positive attitude toward involvement; body language indicates engagement (appropriate eye contact, positive posture, appropriate facial expressions)	Appears disengaged in class and/or school settings; rarely participates; makes little or no effort to be involved in course activities; body language is routinely negative (little eye contact, slouched posture, inappropriate facial expressions)
(3) Interactions with and treatment of others CAEP 1.1 InTASC 1, 2, 3	Interacts appropriately and positively with others. Treats others with courtesy, respect and civility.	Interactions with peers, colleagues, or authority figures are appropriate and positive. Treats others with courtesy and respect. Words and actions are polite and professional. Treats others with sensitivity to cultural and gender differences.	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate. At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others or other cultures or genders.
(4) Willingness and ability to work with others CAEP 1.1 InTASC 3, 10	Displays the ability to work with diverse individuals.	Works harmoniously and effectively with diverse individuals. May seek opportunities to include or show appreciation for under-represented individuals.	Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers.
(5) Passion for learning CAEP 1.1 InTASC 4, 7, 9	Passionate about learning.	Shows some curiosity for learning. Shows interest in learning from others and from experiences. Attempts to learn new concepts eagerly. Shows awareness of ideas. Questions assumptions.	Exhibits boredom with learning; shows little, if any curiosity, zest and energy for learning. Fails to seek understanding and appears to lack personal commitment to learning from others and from experiences. Exhibits little interest in trying different ways to learn something. Lacks

			engagement with ideas. Does not ask questions or question assumptions.
<p>(6) Problem solving abilities and self-control</p> <p>CAEP 1.1 InTASC 9, 10</p>	<p>Displays maturity and independence by following appropriate protocol when seeking solutions to problems. Demonstrates appropriate self-monitoring and control of emotions and behavior.</p>	<p>If unable to resolve problems independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem. Focuses on seeking solutions rather than assigning blame. Models appropriate emotional and behavioral responses.</p>	<p>Fails to identify the appropriate personnel with whom to address problems; focuses on blaming others rather than seeking solutions. Enlists participation of family members or other individuals to seek solutions on his/her behalf. At times visibly demonstrates lack of emotional control; may become upset, use put-downs or display anger.</p>
<p>(7) Confidence and commitment</p> <p>CAEP 1.1 InTASC 9, 10</p>	<p>Demonstrates enthusiasm, confidence, initiative, and commitment. Prepares thoroughly and consistently. Meets deadlines. Is reliable and dependable.</p>	<p>Exhibits enthusiasm and confidence in teaching and takes initiative. Assigned and unassigned responsibilities are completed with minimal direct supervision. Consistently displays a thorough preparation of materials. Abides by deadlines for assignments, including projects and presentations. Usually completes assignments, duties or tasks on time. Attendance and punctuality are usually appropriate.</p>	<p>Lacks enthusiasm and confidence in teaching and does not take initiative. Does little without supervision and/or does not follow through on responsibilities. Some assigned and unassigned responsibilities are completed but with direct supervision. Seldom displays a thorough preparation of materials. Does not consistently abide by deadlines for assignments, including projects and presentations. Sometimes completes assignments, duties, or tasks on time. Attendance and punctuality are inappropriate.</p>
<p>(8) Flexibility</p> <p>CAEP 1.1 InTASC 9, 10</p>	<p>Demonstrates flexibility and is able to make adjustments in light of changing circumstances.</p>	<p>Displays a willingness and ability to adapt to changes in events, conditions, activities, and tasks. Responds positively to last minute changes in the daily schedule based on the requests of instructors or school personnel.</p>	<p>Is unwilling or unable to adapt or change when necessary or is confrontational when faced with an unexpected situation. Responds in a negative manner to changes in the daily or course schedule.</p>
<p>(9) Ethical thinking and sound judgment</p> <p>CAEP 1.1 InTASC 9</p>	<p>Exhibits sound judgment in personal and professional situations. Exhibits a strict code of honesty related to tests, assignments, and teaching responsibilities.</p>	<p>Makes acceptable decisions; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge. Documents thoroughly. Maintains confidentiality of P-12 student records and of</p>	<p>Sometimes makes questionable decisions; relates to P-12 students as peers; leaves the classroom without a qualified person in charge. Has knowingly plagiarized, cheated on a test, copied another's work or allowed someone to copy.</p>

	Maintains confidentiality of records, correspondence and conversations. Behaves in a legal and ethical manner.	professional correspondence and conversations; refrains from gossiping. Conduct is legal and ethical.	Documentation is sometimes incomplete. Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, or school personnel; does not respect confidentiality of professional correspondence or conversations. Engages in illegal or unethical conduct or in behavior, which would be grounds for dismissal from a teaching position.
(10) Belief that ALL students can learn CAEP 1.1 InTASC 1,2,3	Exhibits belief that all students can learn.	Shows through words and actions a belief in the ability of all students to learn. Encourages all students to be successful.	Does not appear to have confidence in all students' ability to learn. Little evidence of commitment to encouraging students who have difficulty learning.
(11) Self-reflection and response to feedback CAEP 1.1 InTASC 9	Reflects on own behavior; accepts and uses constructive feedback.	Accurately demonstrates reflection through conferencing and written responses. Reflects on teaching and includes specific examples of successes and area needing improvement; can provide several suggestions for improvement. Is receptive to constructive comments and implements changes.	Does not accurately reflect on teaching through conferencing or written responses or propose ideas as to how it might be changed. Reflects when prompted and is generally accurate at a superficial level; able to make global suggestions as to how instruction might be improved; can occasionally make specific suggestions for self-improvement. Is not receptive to constructive comments and shows no sign of implementing change.

University of Arkansas Teacher Education Program Candidate Disposition Inventory

Candidate: _____ Program: _____ Date: _____

Course: _____ Instructor: _____

This form is to be used by faculty members to report significant concerns about a candidate's dispositions. The completed copy is to be submitted to the program coordinator in which the candidate is enrolled. A completed Candidate Disposition Inventory should be attached. The candidate should be given a completed copy of both forms.

I have the following concerns about this teacher education candidate:

I am recommending the following course of action (include a timeline for addressing the concern):

Faculty Signature: _____ Date: _____

Candidate Comments:

*Candidate Signature: _____ Date: _____

(*Signature indicates that candidate has read the referral. It does not indicate agreement.)