Assessment of Professional Education Dispositions (APD)

Candidate __________________________ 80________  Program __________________ Course __________________ Evaluator ________________
Date of Assessment ____________________

It is the responsibility of the Professional Education Programs at UNC Charlotte to prepare knowledgeable, effective, and committed professionals who further uplift the profession as a whole. Developing appropriate candidate dispositions is an integral part of that work. The purpose of this form is to provide meaningful and actionable feedback to candidates regarding their professional education dispositions. This feedback is intended to enhance the candidate’s growth as a professional and in keeping with the conceptual framework and mission of the College of Education.

1. To the Evaluator: This form is to be used by any faculty member or P-12 school partner at any time during a candidate’s program of study. Please circle or highlight one number for each disposition using the descriptors listed below the disposition as the basis for your rating. Add comments in the space provided and/or provide additional documentation as necessary.

2. The faculty member who initiates the assessment should schedule a conference with the student to discuss and document the concern (see Part 2/p. 8 below).

<table>
<thead>
<tr>
<th>The candidate demonstrates:</th>
<th>Evaluator Rating</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<tbody>
<tr>
<td>I. Impact</td>
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<td>0</td>
<td>1</td>
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<tr>
<td>1. Demonstrate the belief that all individuals can succeed. (InTASC 2.l) (Danielson 2.b) (Marzano 1, 39) 0 1 2 3</td>
<td>There was no opportunity in this setting to observe/evaluate this indicator. Does not set and convey high standards for all students (or, if in a leadership role, for colleagues); does not persist in helping all learners achieve success. Displays inequitable treatment of learners/colleagues.</td>
<td>Sets and conveys high standards for all students and/or colleagues as appropriate, and persists in helping those students/colleagues achieve success.</td>
<td>Consistently sets and conveys high standards for all students and colleagues as appropriate, and persists in helping those students/colleagues achieve success.</td>
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<tr>
<td>2. Respect and respond to individual needs. (InTASC 2.m) (Danielson 2.a) (Marzano 36) 0 1 2 3</td>
<td>Behaves in a manner that is biased, discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks (publicly or privately), or rejects views based on factors such as gender, sexual orientation, exceptionalities, race, culture, religion, or socioeconomic background. These behaviors surface in written work and other expressions.</td>
<td>Consistently models respect for all people. Written work and other expressions reflect understanding of diversity (race, sexual orientation, gender, culture, exceptionalities, religion, socioeconomic status).</td>
<td>Consistently models respect for all people. Written work and other expressions reflect a commitment to diversity (race, gender, sexual orientation, culture, exceptionalities, religion, socioeconomic status). Seeks forums or leads efforts to advocate for equity and consideration of diverse perspectives through appropriate means.</td>
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<td>3. Provide equitable learning and development opportunities for all. (InTASC 3.n) (Danielson 1.e) 0 1 2 3</td>
<td>There was no opportunity in this setting to observe/evaluate this indicator. Displays inequitable treatment of learners; fails to provide extra assistance or alternative learning experiences when needed. Gives preferential treatment to some individuals, or neglects others.</td>
<td>Displays equitable treatment of learners; provides appropriate experiences for all individuals in their care.</td>
<td>Displays equitable treatment of learners; interacts in ways that support individual differences and diverse student experiences. Provides appropriate experiences for all individuals in their care. Works to influence others’ provision of services for those beyond those in his/her immediate setting.</td>
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</tbody>
</table>

Dispositions are aligned to the InTASC Model Core Standards, the Danielson Framework for Teaching, and the Marzano Casual Teacher Evaluation Model.
<table>
<thead>
<tr>
<th>Dispositions are aligned to the InTASC Model Core Standards, the Danielson Framework for Teaching, and the Marzano Casual Teacher Evaluation Model.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Promote positive outcomes based on assessment results. (InTASC 6.r. t. v.) (Danielson 1.f, 3.d)</td>
</tr>
</tbody>
</table>

Overall rating – IMPACT (Note all items must be rated at Level 2 for a rating of Meets Expectations): check one:  
______ Needs Improvement  _____ Meets Expectations  _____ Exceeds Expectations

Comment:

<table>
<thead>
<tr>
<th>The candidate demonstrates:</th>
<th>Evaluator Rating</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Professional Identity and Continuous Growth</td>
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</tr>
<tr>
<td>1. Maintain positive attitudes in academic and professional settings. (InTASC 9.o) (Marzano 55, 56)</td>
<td>0 1 2 3</td>
<td>Interactions with peers, colleagues, or authority figures are at times negative, demeaning, biased, sarcastic, combative, disrespectful, or inappropriate; words or actions are insulting and show contempt for others.</td>
<td>Interactions with peers, colleagues, or authority figures are appropriate, respectful, responsive, and positive; words and actions are professional in nature.</td>
<td>Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions; listens to and shows authentic interest in the ideas and opinions of others.</td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate professional appearance. (InTASC 9.o)</td>
<td>0 1 2 3</td>
<td>Appearance, attire and/or cleanliness are often inappropriate.</td>
<td>Appearance, attire, and cleanliness are appropriate.</td>
<td>Is a role model of professionalism through personal appearance, attire, and cleanliness.</td>
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<tr>
<td>3. Act on constructive feedback from others. (InTASC 10.t)</td>
<td>0 1 2 3</td>
<td>There was no opportunity in this setting to observe/evaluate this indicator.</td>
<td>Is not receptive to constructive comments and/or shows no signs of implementing recommended change.</td>
<td>Is receptive to constructive comments and implements changes.</td>
<td>Is receptive to constructive comments, implements changes, and actively seeks feedback from others.</td>
</tr>
<tr>
<td>4. Conduct self-assessments through reflection to overcome limitations and enhance strengths. (InTASC 9.f.1.m, 10.t) (Danielson 4.a) (Marzano 50-54)</td>
<td>0 1 2 3</td>
<td>There was no opportunity in this setting to observe/evaluate this indicator.</td>
<td>Shows no evidence of reflecting upon or revise ongoing professional practices, nor acknowledging limitations or strengths.</td>
<td>Shows evidence of reflection upon limitations and strengths to revise ongoing professional practices through personal interactions and/or through work products.</td>
<td>Shows evidence of reflection upon limitations and strengths to revise ongoing professional practices through personal interactions and work products, and applies revised practices in the professional setting to create an ongoing and sustained continuous improvement cycle.</td>
</tr>
</tbody>
</table>
### Dispositions

- **5. Demonstrate self-initiated learning.**
  (InTASC 4.o)
  (Danielson 4.e)
  (Marzano 57)
  - **Evaluator Rating:**
  - **Needs Improvement:**
  - **Meets Expectations:**
  - **Exceeds Expectations:**
  
  - **Comment:**

- **6. Communicate effectively to ensure accurate and professional interactions.**
  (InTASC 3.q)
  (Danielson 4.c)
  (Marzano 1)
  - **Evaluator Rating:**
  - **Needs Improvement:**
  - **Meets Expectations:**
  - **Exceeds Expectations:**

- **7. Communicate appropriately by utilizing the established official hierarchy for interactions within the organization.**
  (InTASC 3.q)
  (Danielson 4.c)
  (Marzano 1)
  - **Evaluator Rating:**
  - **Needs Improvement:**
  - **Meets Expectations:**
  - **Exceeds Expectations:**

- **8. Meets academic and professional obligations.**
  (InTASC 9.o)
  - **Evaluator Rating:**
  - **Needs Improvement:**
  - **Meets Expectations:**
  - **Exceeds Expectations:**

**Comment:**

- **Overall rating – PROFESSIONAL IDENTITY AND CONTINUOUS GROWTH (Note all items must be rated at Level 2 for a rating of Meets Expectations):**
  - **Needs Improvement:**
  - **Meets Expectations:**
  - **Exceeds Expectations:**

**The candidate demonstrates:**

<table>
<thead>
<tr>
<th>III. Leadership</th>
<th>Evaluator Rating</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<td>0</td>
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<tr>
<td>1. Create opportunities and positive change for the mutual benefit of all involved. (InTASC 3.n) (Danielson 4.e) (Marzano 58)</td>
<td>0 1 2 3</td>
<td>There was no opportunity in this setting to observe/evaluate this indicator.</td>
<td>Does not consistently interact with others (students, parents, colleagues, instructors) in ways that encourage active engagement. Uses destructive criticism, biases, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. Does not reasonably allow others to express ideas.</td>
<td>Consistently interacts with others (students, parents, colleagues, instructors) in ways that encourage active engagement, such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints.</td>
<td>Behaviors consistently communicate respect and understanding of the relationship between one’s own actions and others (e.g., professionals, colleagues, parents, students). Encourages and supports participation and success for all. Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues, instructors).</td>
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<td>2. Initiate, suggest, and contribute in appropriate ways. (InTASC 10.p.q.r.s) (Danielson 4.d) (Marzano 58, 60)</td>
<td>0 1 2 3</td>
<td>There was no opportunity in this setting to observe/evaluate this indicator.</td>
<td>Does not adequately plan and prepare to fulfill responsibilities. Reflects a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas. Shows a lack of how to contribute appropriately and respectfully in the candidate role.</td>
<td>Takes initiative in seeking, obtaining, and organizing resources. Asks appropriate questions and takes action to achieve goals or solve dilemmas. Shows how to contribute appropriately and respectfully in the candidate role.</td>
<td>Takes initiative in seeking, obtaining, and organizing resources. Asks appropriate questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources. Effectively seeks and obtains additional resources beyond those readily available. Provides leadership in solving dilemmas involving the procurement or distribution of resources. Consistently and proactively contributes appropriately and respectfully in the candidate role.</td>
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<tr>
<td>3. Maintain knowledge of and disseminate information about current research and best practices. (InTASC 9.n) (Danielson 4.e) (Marzano 54, 58)</td>
<td>0 1 2 3</td>
<td>There was no opportunity in this setting to observe/evaluate this indicator.</td>
<td>Lack of intellectual engagement with material or others (e.g., peers, instructors, students). Does not discuss or write in ways that demonstrate familiarity with required material (e.g., fails to ask appropriate questions or make thoughtful references to concepts of study).</td>
<td>Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Discussion and writings demonstrate study of required material (e.g., appropriate questions and comments referencing concepts of study). Makes connections between concepts, experiences, and content. Demonstrates an understanding of best practice (e.g., engaging students in asking questions and collecting data).</td>
<td>Routinely analyzes, synthesizes and evaluates material, seeks further information, and engages others in intellectual discussion. Creates learning opportunities for self and others beyond immediate realm of responsibility/expectation. Engages a variety of constituencies (e.g., parents, legislators, business community, and professional association colleagues) in consideration of issues based on theory-, research-, or data-based evidence.</td>
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**Comment:**

**Overall rating – LEADERSHIP (Note all items must be rated at Level 2 for a rating of Meets Expectations):** check one:

- _____ Needs Improvement  _____ Meets Expectations  _____ Exceeds Expectations
<table>
<thead>
<tr>
<th>The candidate demonstrates:</th>
<th>Evaluator Rating</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<tr>
<td>IV. Advocacy</td>
<td>0 1 2 3</td>
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<td>1. Support and empower</td>
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<td>individuals from diverse</td>
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<td>backgrounds.</td>
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<td>(InTASC 2.m.n.o, 9.m,</td>
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<td>Candidate neglects to</td>
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<td>acknowledge modes of</td>
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<td>verbal) that work best for</td>
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<td>families/caregivers to</td>
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<td>ensure effective communication for planning individual student success.</td>
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<td>(InTASC 10.q)</td>
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<td>2. Include families and</td>
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<td>other stakeholders in</td>
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<td>planning for individual</td>
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<td>success.</td>
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<td>(InTASC 10.p)</td>
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<td>3. Advocate for the</td>
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<td>social, emotional,</td>
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<td>behavioral, and basic</td>
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<td>needs of others.</td>
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<td>(InTASC 10.p)</td>
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Comment:

**Overall rating – ADVOCACY** (Note all items must be rated at Level 2 for a rating of Meets Expectations): check one:

______ Needs Improvement ______ Meets Expectations ______ Exceeds Expectations
<table>
<thead>
<tr>
<th>The candidate demonstrates:</th>
<th>Evaluator Rating</th>
<th>Not Observed</th>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Collaboration</td>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>1. Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues. (InTASC 4.o)</td>
<td>0 1 2 3</td>
<td>There was no opportunity in this setting to observe/evaluate this indicator.</td>
<td>Unaware of or rejects culturally responsive practices. Unaware or rejects the awareness of personal biases or prejudices. Sees others who are different from a deficit perspective. Denies the need for culturally responsive practices. Denies oppression / marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, families, communities, colleagues, and instructors.</td>
<td>Aware of culturally responsive practices and sees need for culturally responsive practices. Aware of personal biases or prejudices. Sees others who are different from a perspective of tolerance. Aware that oppression / marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, families, communities, colleagues, and instructors.</td>
<td>Aware of and engages in culturally responsive practices. Aware of personal biases or prejudices and continues to investigate the impact of such. Sees others who are different from a perspective of strength. Engages in and acts on that oppression / marginalization of racial/cultural groups exists to the degree where it interferes with the practices and interactions of learners, families, communities, colleagues, and instructors.</td>
</tr>
<tr>
<td>2. Share information and ideas with others. (InTASC 3.q) (Marzano 58, 60)</td>
<td>0 1 2 3</td>
<td>Behavior does not reflect an understanding of self as a representative of a group, the profession, or responsible party in the greater society. Repeatedly waits for others to take the lead or hinders progress. Approaches ethical dilemmas from a personal or unitary perspective.</td>
<td>Engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflect an understanding of the relationship between own actions and the advancement of the group, profession, or greater society. Considers perspectives from all stakeholders when solving ethical or other dilemmas.</td>
<td>Consistently engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflect an understanding of the relationship between own actions and the advancement of the profession and greater society. Considers perspectives from all stakeholders when solving professional ethical dilemmas. Leads positive professional or global/societal change through individual and collective activities.</td>
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<tr>
<td>3. Cooperate with university, school, and community personnel. (InTASC 3.n) (Marzano 55, 57, 58, 59, 60)</td>
<td>0 1 2 3</td>
<td>Communicates an inability or unwillingness to work with some students, parents or other school or university/community personnel</td>
<td>Works harmoniously with diverse individuals; is cognizant of the feelings and perceptions of others</td>
<td>Works harmoniously and effectively with diverse individuals; seeks opportunities to include or show appreciation for those who may be excluded</td>
<td></td>
</tr>
<tr>
<td>4. Collaborate to resolve differences and solve problems respectfully and reflectively. (InTASC 3.n)</td>
<td>0 1 2 3</td>
<td>There was no opportunity in this setting to observe/evaluate this indicator.</td>
<td>Does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive change. Rejects suggestions from others directly or by failing to act. Offers excuses/assigns blame to others (e.g. students, parents, colleagues, supervisor) for negative results.</td>
<td>Consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and applies them to future performances. Is open-minded and positive when receiving feedback from</td>
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</table>
Comment:

Overall rating – COLLABORATION (Note all items must be rated at Level 2 for a rating of Meets Expectations): check one:

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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</thead>
<tbody>
<tr>
<td>_____</td>
<td>_____</td>
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</tbody>
</table>

The candidate demonstrates:

1. Demonstrate honesty, integrity, fairness, respect for others and confidentiality. (InTASC 2.m, 3.q, 9.o) (Danielson 4.f) (Marzano 59)

   - **Evaluator Rating**
   - **Not Observed**
   - **Needs Improvement**
   - **Meets Expectations**
   - **Exceeds Expectations**

   - **0**
   - **1**
   - **2**
   - **3**

   - **0**
   - **1**
   - **2**
   - **3**

   - **Needs Improvement**
   - **Meets Expectations**
   - **Exceeds Expectations**

   - **0**
   - **1**
   - **2**
   - **3**

   - **0**
   - **1**
   - **2**
   - **3**

2. Accept responsibility for personal actions and behaviors. (InTASC 6.r, 9.i, 10.p) (Marzano 59)

   - **Evaluator Rating**
   - **Not Observed**
   - **Needs Improvement**
   - **Meets Expectations**
   - **Exceeds Expectations**

   - **0**
   - **1**
   - **2**
   - **3**

   - **0**
   - **1**
   - **2**
   - **3**

   - **Needs Improvement**
   - **Meets Expectations**
   - **Exceeds Expectations**

   - **0**
   - **1**
   - **2**
   - **3**

3. Create and maintain appropriate interpersonal relationships in all settings. (InTASC 3.n, 10.r) (Danielson 4.d) (Marzano 55,56)

   - **Evaluator Rating**
   - **Not Observed**
   - **Needs Improvement**
   - **Meets Expectations**
   - **Exceeds Expectations**

   - **0**
   - **1**
   - **2**
   - **3**

   - **0**
   - **1**
   - **2**
   - **3**

   - **Needs Improvement**
   - **Meets Expectations**
   - **Exceeds Expectations**

   - **0**
   - **1**
   - **2**
   - **3**

For the following dispositions, please indicate whether the candidate has met each disposition to the best of others. Demonstrates the ability to act on suggestions.
To the best of your knowledge, has the candidate:

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Complied with laws, policies, and procedures (INTASC 9)</td>
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<tr>
<td>5. Followed professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility (INTASC 9)</td>
<td></td>
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</tbody>
</table>

Comment:

Overall rating – ETHICS (Note all items must be rated at Level 2 AND Items 4 and 5 marked as “yes” for a rating of Meets Expectations): check one:

- [ ] Needs Improvement
- [ ] Meets Expectations
- [ ] Exceeds Expectations

NOTE: Candidate self-assessments as well as assessments by faculty members are also documented in TaskStream at the program-designated entry, midpoint, and exit dispositions decisions point courses. See the full dispositions plan on the College of Education website for additional information on this process.
Assessment of Professional Dispositions – Conference with Student-Candidate

Date of conference: ___________  Candidate Name: ___________  800-_________  Program ___________

Faculty/Others present at conference: ____________________________

Directions:

• A faculty member(s) or school partner(s) will complete the Assessment of Professional Dispositions. If a candidate receives a rating of "Needs Improvement" in any area, the faculty member(s) will conference with the candidate to discuss the concern and provide guidance for improvement.

• Faculty member(s) conducting the conference may wish to ask candidates to complete a self-assessment as part of the conference, although this is not a requirement.

• A copy of this documentation should be provided to the candidate once the conference is completed.

1. Description of behavior that is of concern: Using measureable and observable terms to describe the behavior, include date(s), setting(s), and full description of the occurrence(s) where possible.

Discussion Points:

2. Expected behavior changes: What will the candidate be expected to do differently in the future?

Will a Plan of Action be initiated as an intervention for this candidate (check one)?

______ Yes* – The Dispositions Plan of Action Form should be completed and turned into the College Dispositions Coordinator.

______ No

*Check “Yes” if any interventions are planned that are beyond the scope of the single conference meeting or require long-term monitoring/follow-up by faculty (examples: required readings, required workshops, other).

3. Consequences of unchanged behavior: For all candidates: Additional dispositional assessments that indicate a concern may result in a department review (see the Disposition Procedures on our COED website for further information).

Signatures indicate attendance at the conference detailed above.

Candidate Signature ___________________________ Date ___________

Faculty Signature ___________________________ Title: ___________________________ Date: ___________

Faculty Signature ___________________________ Title: ___________________________ Date: ___________

Other Signature ___________________________ Title: ___________________________ Date: ___________

Other Signature ___________________________ Title: ___________________________ Date: ___________

A copy of this document should be given to the candidate, the dept. dispositions liaison, and the College Dispositions Coordinator.

Dispositions are aligned to the InTASC Model Core Standards, the Danielson Framework for Teaching, and the Marzano Casual Teacher Evaluation Model.