CHARLOTTE
CATO COLLEGE OF EDUCATION

Assessment of Professional Education Dispositions (APD)

Candidate _____ **SID** _____ **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 is 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).

The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
I. Impact		0	1	2	3
1. Demonstrate the belief that all individuals can succeed. (InTASC 2.l) (Danielson 2.b) (Marzano 1, 39)	0 1 2 3	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.	Sets and conveys high standards for all students and/or colleagues as appropriate, and persists in helping those students/colleagues achieve success	Consistently sets and conveys high standards for all students and colleagues as appropriate, and persists in helping those students/colleagues achieve success.
2. Respect and respond to individual needs. (InTASC 2.m) (Danielson 2.a) (Marzano 36)	0 1 2 3		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.	Consistently models respect for all people. Written work and other expressions reflect understanding of diversity (race, sexual orientation, gender, culture, exceptionalities, religion, socioeconomic status).	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.
3. Provide equitable learning and development opportunities for all. (InTASC 3.n) (Danielson 1.e)	0 1 2 3	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.	Displays equitable treatment of learners; provides appropriate experiences for all individuals in their care.	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 their

Dispositions are aligned to the InTASC Model Core Standards, the Danielson Framework for Teaching, and the Marzano Casual Teacher Evaluation Model.   Page 11

					immediate setting.
4. Promote positive outcomes based on assessment results. (InTASC 6.r. t. v.) (Danielson 1.f, 3.d)	0 1 2 3	There was no opportunity in this setting to observe/evalu ate this indicator.	Does not consistently track student progress, or may fail to use assessment results to target student learning needs.	Consistently tracks student progress as part of the lesson plan design; uses formative and summative assessments in instructional designs; documents using assessment results to guide planning and instructional design for whole groups.	Consistently tracks student progress as part of lesson plan design; uses multiple sources of formative and summative assessment results in instructional designs; uses assessment results to design individual strategies for student success as well as whole-group learning.

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:

The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
II. Professional Identity and Continuous Growth		**0**	**1**	**2**	**3**
1. Maintain positive attitudes in academic and professional settings. (InTASC 9.o) (Marzano 55, 56)	0 1 2 3		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.	Interactions with peers, colleagues, or authority figures are appropriate, respectful, responsive, and positive; words and actions are professional in nature.	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.
2. Demonstrate professional appearance. (InTASC 9.o)	0 1 2 3		Appearance, attire and/or cleanliness are often inappropriate and do not meet district expectations.	Appearance, attire, and cleanliness are appropriate and meet district expectations.	Is a role model of professionalism through personal appearance, attire, and cleanliness; meets or exceeds district expectations.
3. Act on constructive feedback from others. (InTASC 10.t)	0 1 2 3	There was no opportunity in this setting to observe/evalu ate this indicator.	Is not receptive to constructive comments and/or shows no signs of implementing recommended change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and actively seeks feedback from others.
4. Conduct self-assessments through reflection to overcome limitations and enhance strengths. (InTASC 9.l.m.n, 10.t) (Danielson 4.a)	0 1 2 3	There was no opportunity in this setting to observe/evalu ate this indicator.	Shows no evidence of reflecting upon or revise ongoing professional practices, nor acknowledging limitations or strengths.	Shows evidence of reflection upon limitations and strengths to revise ongoing professional practices through personal interactions and/or through work products.	Shows evidence of reflection upon limitations and strength 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.

(Marzano 50-54)					
5. Demonstrate self-initiated learning. (InTASC 4.o) (Danielson 4e) (Marzano 57)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Does not seek out or participate in educational opportunities that encourage further professional growth unless specifically directed to do so.	Seeks out and participates in educational opportunities that encourage further professional growth; is receptive to learning about new initiatives and experiences.	Seeks out, participates, and positively contributes to educational opportunities that encourage further professional growth; is actively engaged in learning about new initiatives and experiences and sharing them with others to enhance professional growth.
6. Communicate **effectively** to ensure accurate and professional interactions. (InTASC 3.q) (Danielson 4.c) (Marzano 1)	0 1 2 3		Fails to communicate accurately; creates confusion or additional burdens on others; tone of communication is not professional or is informally inappropriate	Initiates accurate communications to avoid potential confusion; uses positive and professional tone in communications	Proactively and consistently initiates accurate communications to avoid potential confusion; follows up on communications to ensure all those involved are aware of future actions; uses positive and professional tone in communications.
7. Communicate **appropriately** by utilizing the established official hierarchy for interactions within the organization. (InTASC 3.q) (Danielson 4.c) (Marzano 1)	0 1 2 3		Enlists participation of inappropriate personnel to seek solutions on their behalf.	If unable to resolve problems independently, enlists the help of faculty or staff to identify the appropriate personnel to assist them; is aware of "chain of command" in working with others.	Seeks solutions independently and/or identifies the faculty or staff member who can assist; utilizes "chain of command" appropriately to communicate effectively.
8. Meets academic and professional obligations. (InTASC 9.o)	0 1 2 3		Is late for meetings OR may inconsistently meet deadlines over a defined period of time OR may be unprepared for class/professional tasks that they are responsible for.	Is generally on time for meetings and meets established deadlines; if work will be late, the candidate has proactively communicated ahead of time; preparation to complete class/professional tasks occurs in a timely fashion.	Is on time for meetings and meets or exceeds established deadlines by turning things in ahead of time. Regularly surpasses minimal criteria involved in any class/professional assignment; level of preparation is high.

Comment:

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

The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
III. Leadership		**0**	**1**	**2**	**3**

1. Create opportunities and positive change for the mutual benefit of all involved. (InTASC 3.n) (Danielson 4.e) (Marzano 58)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	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.	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.	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).
2. Initiate, suggest, and contribute in appropriate ways. (InTASC 10.p.q. r. s) (Danielson 4.d) (Marzano 58, 60)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	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.	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.	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.
3. Maintain knowledge of and disseminate information about current research and best practices. (InTASC 9.n) (Danielson 4.e) (Marzano 54, 58)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	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).	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).	Routinely analyzes, synthesizes and evaluates material, seeks further information, and engages others in intellectual discussion. Creates learning opportunities for self and others beyond the 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.

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

The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations

IV. Advocacy		0	1	2	3
1. Support and empower individuals from diverse backgrounds. (InTASC 2.m.n.o, 9.m, 10.q)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Inequitably interacts and responds to diverse students; is unaware of opportunities to develop cross-cultural understandings; is nonresponsive to students' individual differences; misses opportunities to encourage cultural sensitivities and perspectives; neglects to acknowledge or is aware of personal biases or privilege, is unaware of culturally responsive pedagogical practices. Has no knowledge of the impact of structural or institutional oppression or methods of marginalization.	Is aware of the need to interact and respond to all diverse students equitably; attempts to respond to opportunities to develop cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives via acknowledging personal biases and privileges; is aware of culturally responsive pedagogical practice. Has some knowledge of the impact of structural or institutional oppression or methods of marginalization.	Is aware of the need to interact and respond to all diverse students equitably and demonstrates attempts to do so; looks for and responds to opportunities to enhance cross-cultural understandings; integrates students' individual differences into the classroom environment; encourages cultural sensitivity and perspectives via acknowledging personal biases and privileges; is aware of culturally responsive pedagogical practices and attempts to model them. Has full knowledge of the impact of structural or institutional oppression or methods of marginalization.
2. Include families and other stakeholders in planning for individual success. (InTASC 10.q)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Candidate neglects to acknowledge modes of communication (written and verbal) that work best for families/ caregivers to ensure effective communication for planning individual student success.	Candidate identifies modes of communication (written and verbal) that work best for families/caregivers and utilizes them to ensure effective communication for planning individual student success.	Candidate uses multiple modes of communication (written and verbal) that work best for families/caregivers to ensure effective communication for planning individual success. Alternative and proactive communication strategies are developed when traditional methods of communication prove unsuccessful.
3. Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others. (InTASC 10.p)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	Perceives others as having deficits rather than assets and treats them as such; does not engage with others at all levels of abilities; easily frustrated when others don't understand; focuses on high achievers only.	Recognizes the assets and resources that all individuals bring with them; recognizes and engages individuals with all levels of abilities; tries to help/encourage those who need help; is patient and professional when interacting with others; seeks to help and advocate for others.	Recognizes the assets and resources that all individuals bring with them; actively seeks a variety of strategies to engage all individuals in the learning/teaching process; tries various means to help those who don't understand; encourages individuals at all levels; seeks strategies to be more effective as a classroom/school/ organization leader.

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

The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations

V. Collaboration		0	1	2	3
1. Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues. (InTASC 4.o)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	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.	Aware of culturally responsive practices and sees the 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.	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.
2. Share information and ideas with others. (InTASC 3.q) (Marzano 58, 60)	0 1 2 3		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.	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 their own actions and the advancement of the group, profession, or greater society. Considers perspectives from all stakeholders when solving ethical or other dilemmas.	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.
3. Cooperate with university, school, and community personnel. (InTASC 3.n) (Marzano 55, 57, 58, 59, 60)	0 1 2 3		Communicates an inability or unwillingness to work with some students, parents or other school or university/community personnel	Works harmoniously with diverse individuals; is cognizant of the feelings and perceptions of others	Works harmoniously and effectively with diverse individuals; seeks opportunities to include or show appreciation for those who may be excluded
4. Collaborate to resolve differences and solve problems respectfully and reflectively. (InTASC 3.n)	0 1 2 3	There was no opportunity in this setting to observe/evaluate this indicator.	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.	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 others. Demonstrates the ability to act on suggestions.	Consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances. Actively seeks further information and perspectives from appropriate others to evaluate own performance and demonstrates in-depth analysis and synthesis of viewpoints.
Comment:					

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

The candidate demonstrates:	Evaluator Rating	Not Observed	Needs Improvement	Meets Expectations	Exceeds Expectations
VI. Ethics		0	1	2	3
1. Demonstrate honesty, integrity, fairness, respect for others and confidentiality. (InTASC 2.m, 3.q, 9.o) (Danielson 4.f) (Marzano 59)	0 1 2 3		Does not consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates unprofessional behaviors related to honesty and integrity (e.g., violation of confidentiality, academic dishonesty (including plagiarism or cheating), dishonesty in professional interactions), or imposition of personal religious or political views upon others. May fail to adhere to some standard of the profession's established code of conduct.	Consistently and appropriately honors the needs and best interests of students, the work setting (school, district, university), and the profession. Demonstrates a pattern of professional behavior related to honesty and integrity, including maintaining confidentiality, academic honesty, professional integrity, and appropriate separation of personal and professional domains. Adheres to all standards of the profession's established code of conduct.	Consistently and appropriately honors the needs and best interests of students, the work setting (school, district, university), and the profession including a pattern of professional behaviors related to honesty and integrity. Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession. Adheres to all standards of the profession's established code of conduct and is highly respected by colleagues.
2. Accept responsibility for personal actions and behaviors. (InTASC 6.r, 9.l, 10.p) (Marzano 59)	0 1 2 3		Focuses on blaming others rather than seeking solutions; is reluctant to accept responsibility for personal actions/ interactions	Accepts responsibility for personal action and interactions	Accepts responsibility for personal action and interactions and displays professional maturity; focuses on solutions rather than assigning blame
3. Create and maintain appropriate interpersonal relationships in all settings. (InTASC 3.n, 10.r) (Danielson 4.d) (Marzano 55,56)	0 1 2 3		Participates in behaviors that could undermine organizational culture (e.g., gossip about P-12 students, faculty, or school personnel); develops inappropriate interpersonal relationships with students or families or colleagues that undermine professional credibility; Reveals inappropriate sensitive and personal information about themselves in the professional setting	Refrains from participating in behaviors that could undermine organizational culture (e.g., gossip about P-12 students, faculty, or school personnel); develops appropriate and professional interpersonal relationships with all stakeholder groups; reveals general personal information appropriate to a professional setting.	Does not tolerate undermining behaviors (e.g., gossiping or abuse of confidentiality of others); advocates for positive relationships among colleagues and other stakeholders to benefit the organizational culture; develops appropriate and professional interpersonal relationships with all stakeholder groups; maintains a caring but professional attitude with students/colleagues.
For the following dispositions, please indicate whether the candidate has met each disposition to the best of your knowledge.					
To the best of your knowledge, has the candidate: 4. Complied with laws, policies, and procedures	Yes	No			

(INTASC 9)					
5. Followed professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility (INTASC 9)	Yes	No			

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.