

Professional Dispositions Evaluation					
	Highly Effective 3	Effective 2	Developing 1	Ineffective 0	Score
<p>Standard #1: Learner Development</p> <p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. InTASC 1(h)-(k)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> respects learners' differing strengths and needs and is committed to using this information to further each learner's development is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning takes responsibility for promoting learners' growth and development values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development 				
	Candidate demonstrates 3 or more indicators.	Candidate demonstrates 2 indicators.	Candidate demonstrates 1 indicator.	Candidate demonstrates 0 indicators.	
<p>Standard #2: Learning Differences</p> <p>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. InTASC 2(l)-(o)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests makes learners feel valued and helps them learn to value each other values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning 				
	Candidate demonstrates 3 or more indicators.	Candidate demonstrates 2 indicators.	Candidate demonstrates 1 indicator.	Candidate demonstrates 0 indicators.	
<p>Standard #3: Learning Environments</p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. InTASC 3(n)-(r)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning seeks to foster respectful communication among all members of the learning community is a thoughtful and responsive listener and observer 				
	Candidate demonstrates 4 or more indicators.	Candidate demonstrates 3 indicators.	Candidate demonstrates 2 indicators.	Candidate demonstrates 1 or fewer indicators.	

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<p>Standard #4: Content Knowledge</p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content. InTASC 4(o)-(r)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever-evolving. S/he keeps abreast of new ideas and understandings in the field appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias is committed to work toward each learner's mastery of disciplinary content and skills 				
	Candidate demonstrates 3 or more indicators.	Candidate demonstrates 2 indicators.	Candidate demonstrates 1 indicator.	Candidate demonstrates 0 indicators.	
<p>Standard #5: Application of Content</p> <p>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues. InTASC 5(q)-(s)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues values knowledge outside his/her own content area and how such knowledge enhances student learning values flexible learning environments that encourage learner exploration, discovery, and expression across content areas 				
	Candidate demonstrates all indicators.	Candidate demonstrates 2 indicators.	Candidate demonstrates 1 indicator.	Candidate demonstrates 0 indicators.	
<p>Standard #6: Assessment</p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making. InTASC 6(q)-(v)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning takes responsibility for aligning instruction and assessment with learning goals is committed to providing timely and effective descriptive feedback to learners on their progress is committed to using multiple types of assessment processes to support, verify, and document learning is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth 				
	Candidate demonstrates 5 or more indicators.	Candidate demonstrates 4 indicators.	Candidate demonstrates 3 indicators.	Candidate demonstrates 2 or less indicators.	

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<p>Standard #7: Planning for Instruction</p> <p>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. InTASC 7(n)-(q)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community takes professional responsibility to use short- and long-term planning as a means of assuring student learning believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances 				
	Candidate demonstrates 3 or more indicators.	Candidate demonstrates 2 indicators.	Candidate demonstrates 1 indicator.	Candidate demonstrates 0 indicators.	
<p>Standard #8: Instructional Strategies</p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. InTASC 8(p)-(s)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication is committed to exploring how the use of new and emerging technologies can support and promote student learning values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs 				
	Candidate demonstrates 3 or more indicators.	Candidate demonstrates 2 indicators.	Candidate demonstrates 1 indicator.	Candidate demonstrates 0 indicators.	
<p>Standard #9: Professional Learning and Ethical Practice</p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. InTASC 9(l)-(o)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy 				
	Candidate demonstrates all indicators.	Candidate demonstrates 4 indicators.	Candidate demonstrates 3 indicators.	Candidate demonstrates 2 or less indicators.	

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<p>Standard #10: Leadership and Collaboration</p> <p>The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p> <p>InTASC 10(p)-(t)</p>	<p>Indicators. The candidate:</p> <ul style="list-style-type: none"> actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning takes responsibility for contributing to and advancing the profession embraces the challenge of continuous improvement and change 				
	Candidate demonstrates 4 or more indicators.	Candidate demonstrates 3 indicators.	Candidate demonstrates 2 indicators.	Candidate demonstrates 1 or fewer indicators.	