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Assessment of Professional Dispositions (APD) for Educator Preparation Programs

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| **PROFESSIONAL STANDARDS OF**  **PRACTICE** | **Not Observed** | **Exceeding – 3** | **Achieving – 2** | **Developing – 1** | **Unacceptable – 0** | **Comments** |
| **1. Ethics, standards,**  **and university/P-12**  **school policies**  Adheres to ethics, standards, and university and P-12 school policies | Cannot rate | Candidate promotes ethical and policy guidelines and consistently maintains professional conduct. | Candidate adheres to all ethical and policy guidelines and seeks to maintain professional conduct. | Candidate acknowledges ethical and policy guidelines but requires ongoing support and reminders to align with ethical expectations. | Candidate violates ethical standards and/or policies, demonstrating a lack of understanding or disregard for professional conduct. Requires immediate intervention and corrective measures. |  |
| **2. Growth in professionalism** Seeks accepts, and applies constructive feedback | Cannot rate | Candidate seeks feedback and makes substantial growth from applying feedback to classroom practices. | Candidate seeks, accepts and applies feedback to make substantial growth in classroom practices. | Candidate accepts feedback readily but requires ongoing support and reminders to consistently align with expectations. | Candidate does not accept constructive feedback. |  |
| **3. Professionalism in communication** Addresses issues by communicating with the appropriate faculty/mentor with appropriate detail  (Ex. Explains rationale for missing class but does not overshare.) | Cannot rate | Candidate addresses challenges and prompts others to do the same. Beyond a solely personal focus, candidate may also advocate for issues related to the profession. | Candidate seeks solutions to problems or challenges, without prompting, at appropriate times and with necessary personal information. | Candidate seeks solutions to problems or challenges, with prompting, at appropriate times and with appropriate levels of personal information. | Candidate often complains when encountering problems or challenges and rarely offers solutions. Candidate may address concerns at inappropriate times or does not address issues that should be discussed and may overshare unnecessary personal information. |  |
| **COLLABORATION** | **Not Observed** | **Exceeding – 3** | **Achieving – 2** | **Developing – 1** | **Unacceptable – 0** | **Comments** |
| **4. Engagement**  Demonstrates interest in learning by actively participating in all contexts (classroom, field  experience, etc.) | Cannot rate | Candidate serves as a leader and model during discussion, activities, and field experiences. Examples may include inviting others to contribute to the conversation, using electronic devices as directed, and submitting assignments early. | Candidate contributes to classroom discussions, activities, and field experiences. Examples may include contributing ideas in whole group and small group settings, using electronic devices as directed, and meeting all assignment deadlines. | Candidate engages in all class and field experiences.  Examples may include only using electronic devices as directed, meeting all assignment deadlines, and appearing attentive in class and field sessions. | Candidate does not take initiative in discussions, classroom activities, and field experiences, and may intentionally distract self or others. Examples may include using electronic devices during class, not turning in assignments, and not communicating about absences. |  |

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| **PROFESSIONAL LEARNING** | **Not Observed** | **Exceeding – 3** | **Achieving – 2** | **Developing – 1** | **Unacceptable – 0** | **Comments** |
| **5. Self-reflection**  Considers potential personal biases and strives to understand the backgrounds of their students | Cannot rate | Candidate meets level 2 and advocates for equity and inclusivity in educational contexts. | Candidate reflects upon individual experiences and potential biases through actions, words, and/or written assignments, and seeks to deepen their understanding of cultural, ethnic, gender, and learning differences to work  with underrepresented or disadvantaged populations. | Candidate reflects on their own individual experiences and potential biases through actions, words, and/or written assignments, and might demonstrate some understanding of cultural, ethnic, gender, or learning differences. | Candidate rarely reflects on their own individual experiences and potential biases through actions, words, and/or written assignments in the learning context where they find themselves. |  |
| **6. Positive learning environment**  Focuses on learner strengths and develops positive relationships in the classroom (peer-to-peer as well as teacher-to-student) | Cannot rate | Candidate meets level 2 and demonstrates empathy and understanding to foster positive relationships built on the valuable background and experiences individuals possess. | Candidate communicates in language focused on learner strengths and expresses a belief that all children can learn. Candidate fosters positive peer-to-peer as well as teacher-to-learner relationships. | Candidate communicates in language focused on learner strengths. Candidate fosters positive teacher-to-learner relationships. | Candidate may focus on learner weaknesses rather than strengths. |  |
| **7. Accountability for student learning**  Assumes accountability for student outcomes by responsive planning for specific  learners | Cannot rate | Candidate meets level 2 and challenges learners to extend learning through exploration and relevant connections. | Candidate takes responsibility for the learning of all students and lesson plans include specific, differentiated accommodations. | Candidate takes responsibility for student learning outcomes and lesson plans include generic accommodations rather than student-specific variations. | Candidate does not take responsibility for student learning outcomes and provides generic lessons without attention to the learners’ needs and preferences. |  |