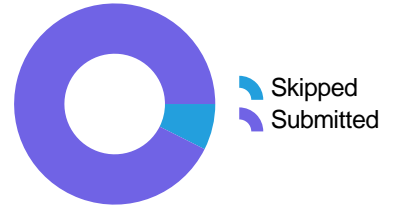


Fall 2025 Midpoint Disposition Assessments
Campaign ran from 10/10/2025 to 12/29/2025

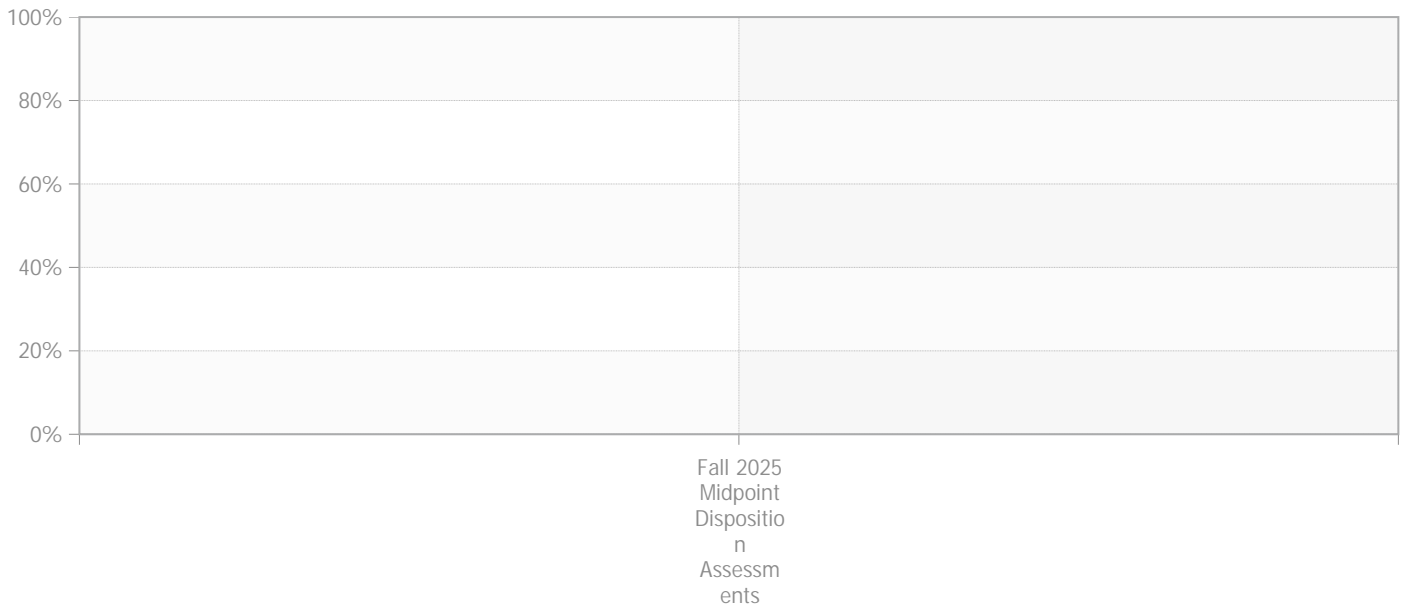
Number Submitted: 75
Number Sent: 81



Teacher Candidate Dispositions

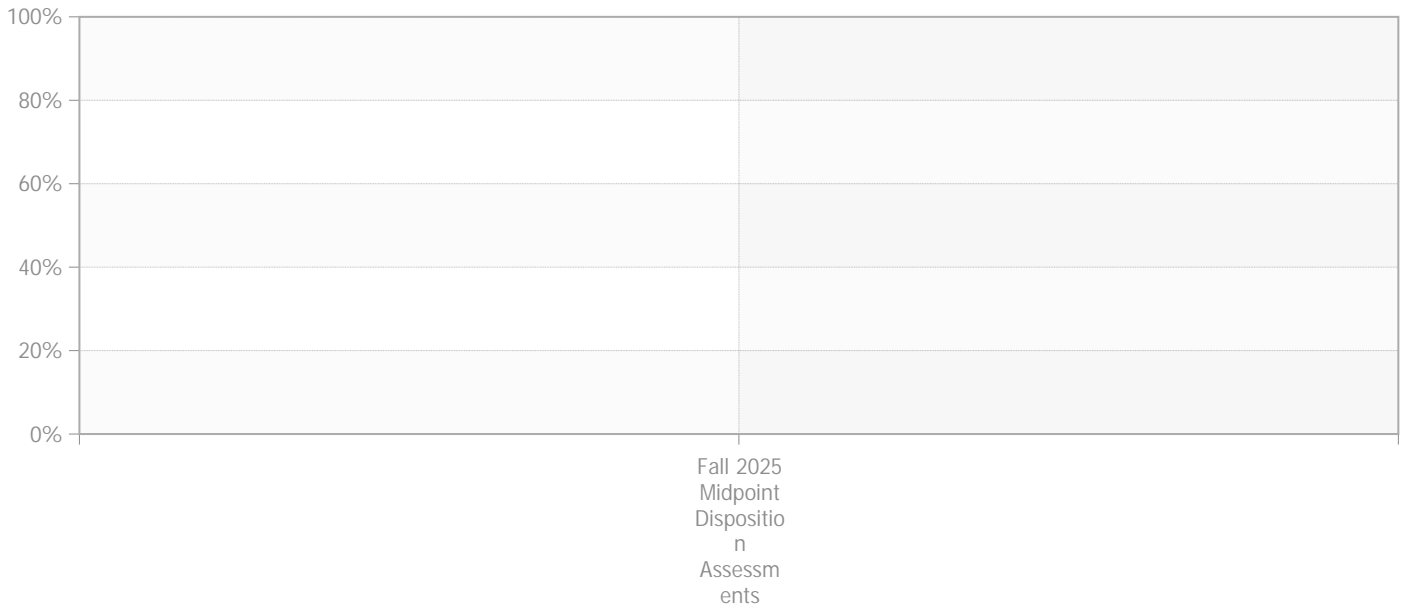
Employs strategies to ensure that all populations have equal access to educational opportunities.

- 3 - Demonstrates multiple practices of inclusivity and commitment to equity that exemplify congruency with various profiles of students.
- 2 - Goes through the expected motions to embrace all diversities, but has limited effectiveness.
- 1 - Does not demonstrate practices which reflect an embracement of all diversities.



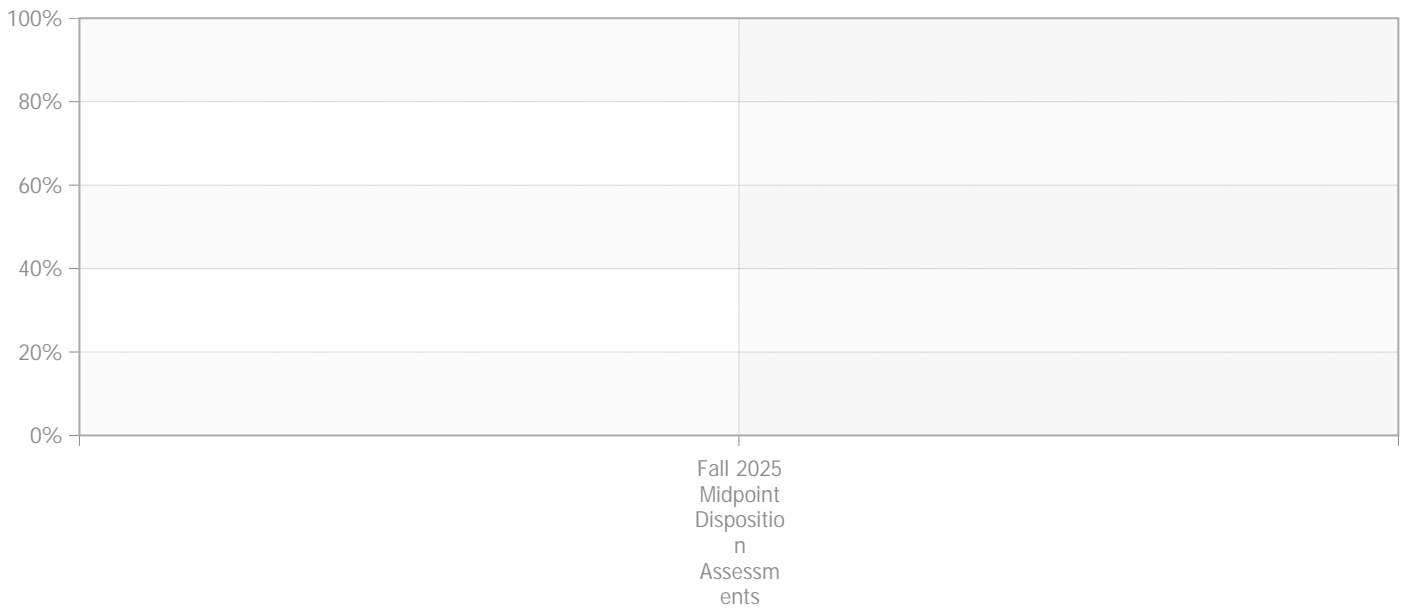
Demonstrates the ability to plan and present lessons that implement and support inclusive activities and behaviors.

- 3 - Demonstrates several strategies to perform instructional sequences in their content area(s) and to include inclusive learning sequences.
- 2 - Developing the ability to plan and perform instructional sequences in their content area(s) though not consistently providing for inclusive learning.
- 1 - Does not demonstrate the ability to plan, design, implement, and monitor instruction to support inclusive activities and behaviors in their content area(s).



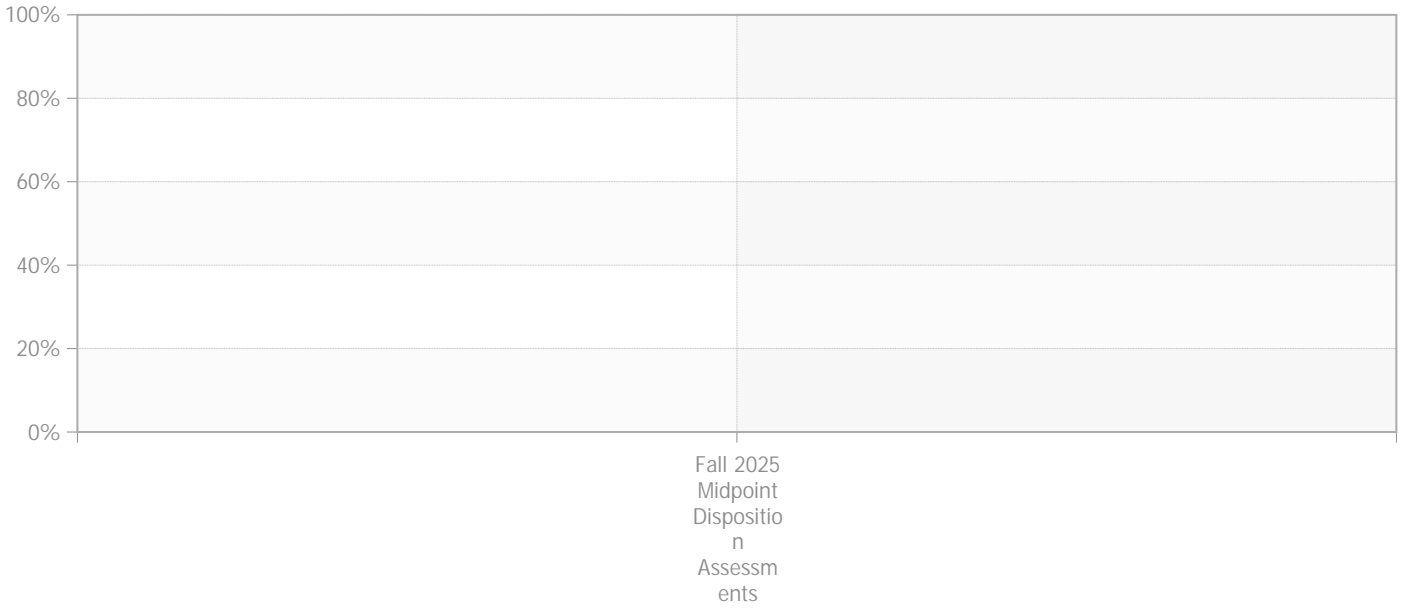
Practices effective time management with regards to class and clinical practice requirements.

- 3 - Consistently exhibits punctuality in both attendance and submissions of all assignments.
- 2 - Inconsistently demonstrates punctuality with some absences and late assignment submissions.
- 1 - Does not demonstrate punctuality and/or attendance in addition to submitting assignments on time according to professional expectations of a professional.



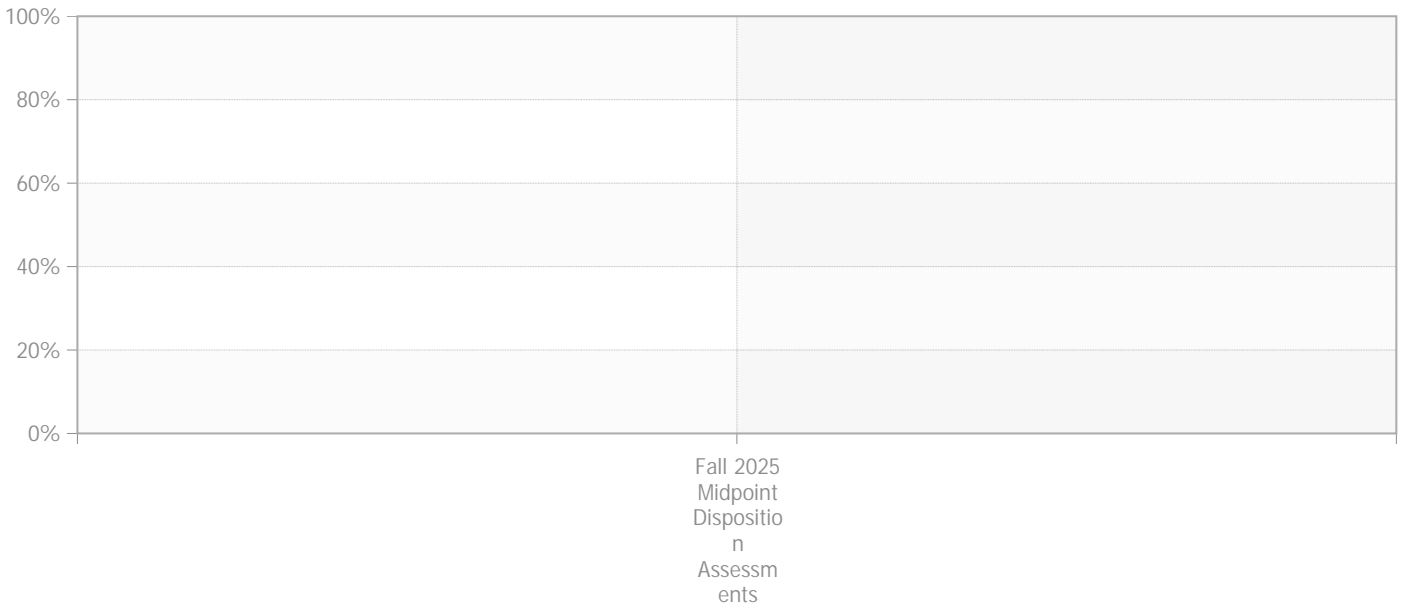
Demonstrates a caring attitude towards students' social and emotional learning needs and ensuring a caring classroom culture.

- 3 - Demonstrates skills to promote students' social-emotional growth, development, and individual responsibility using for example, positive interve
- 2 - Developing skills to support students' social emotional learning growth though a caring classroom culture not present for all populations of stude
- 1 - Does not demonstrate the ability to support students social and emotional learning needs to ensure a caring classroom culture.

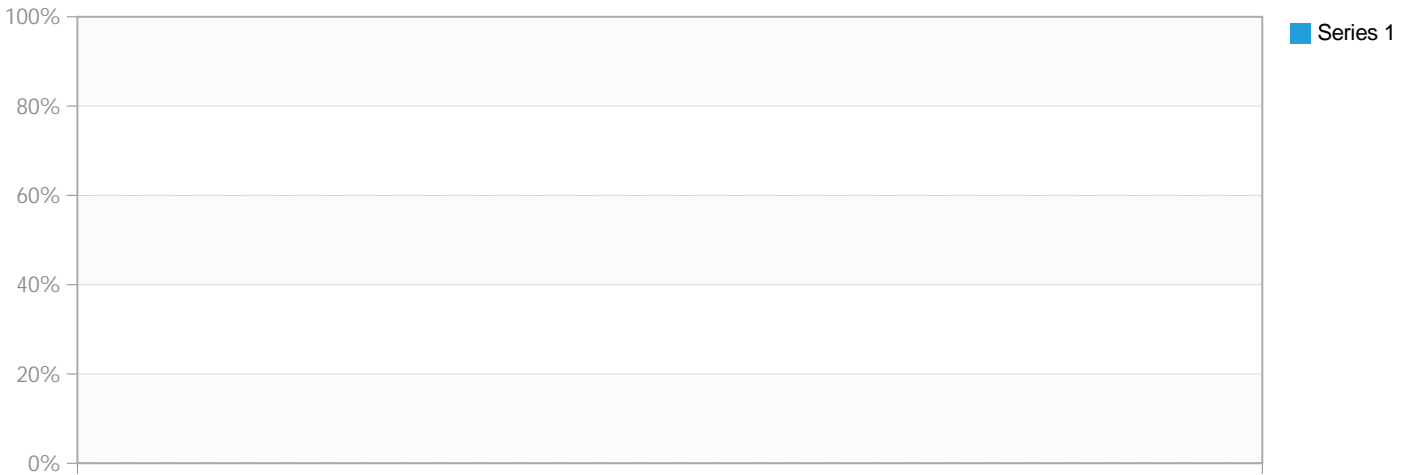


Displays respect for individual differences and includes family and community cultural contexts within the learning environment.

- 3 - Maintains consistent inclusive practices for family and community members within the learning environment.
- 2 - Developing inclusive practices for family and community members within the learning environment.
- 1 - Does not demonstrate inclusive practices for family and community members within the learning environment.



Date Completed

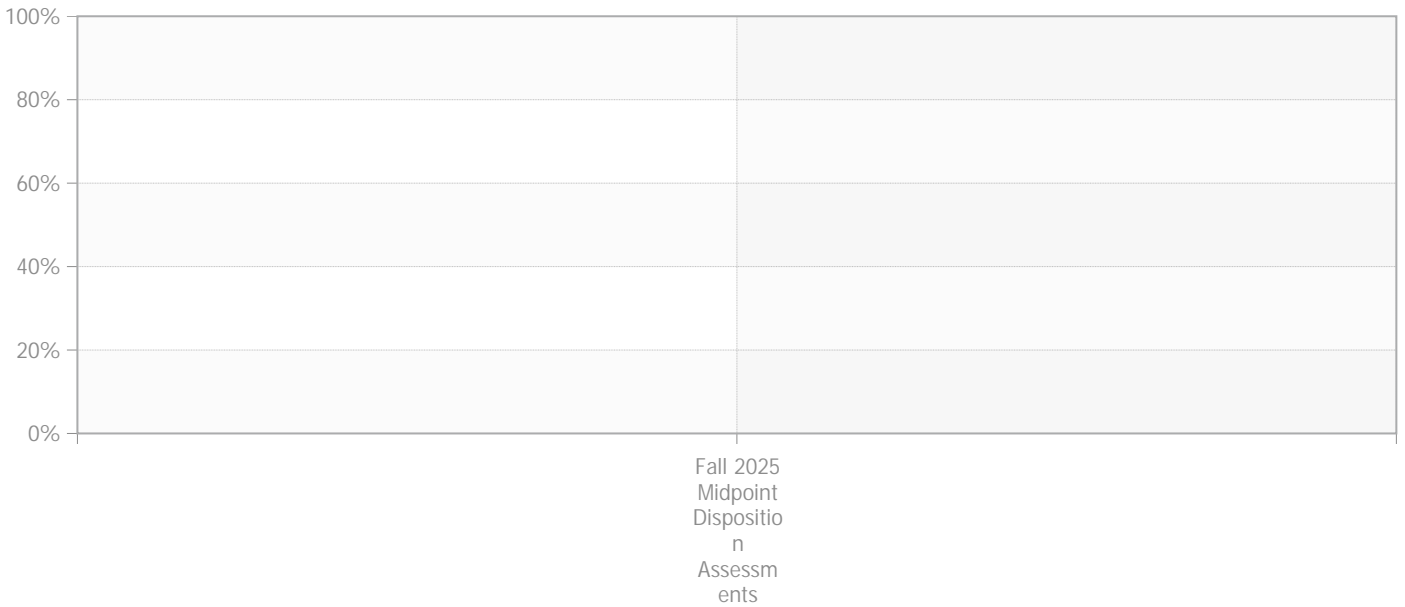


Maintains composure and professional demeanor in a variety of circumstances.

■ 3 - Consistently demonstrates through modeling and work product professional integrity and ethical conduct in a variety of circumstances.

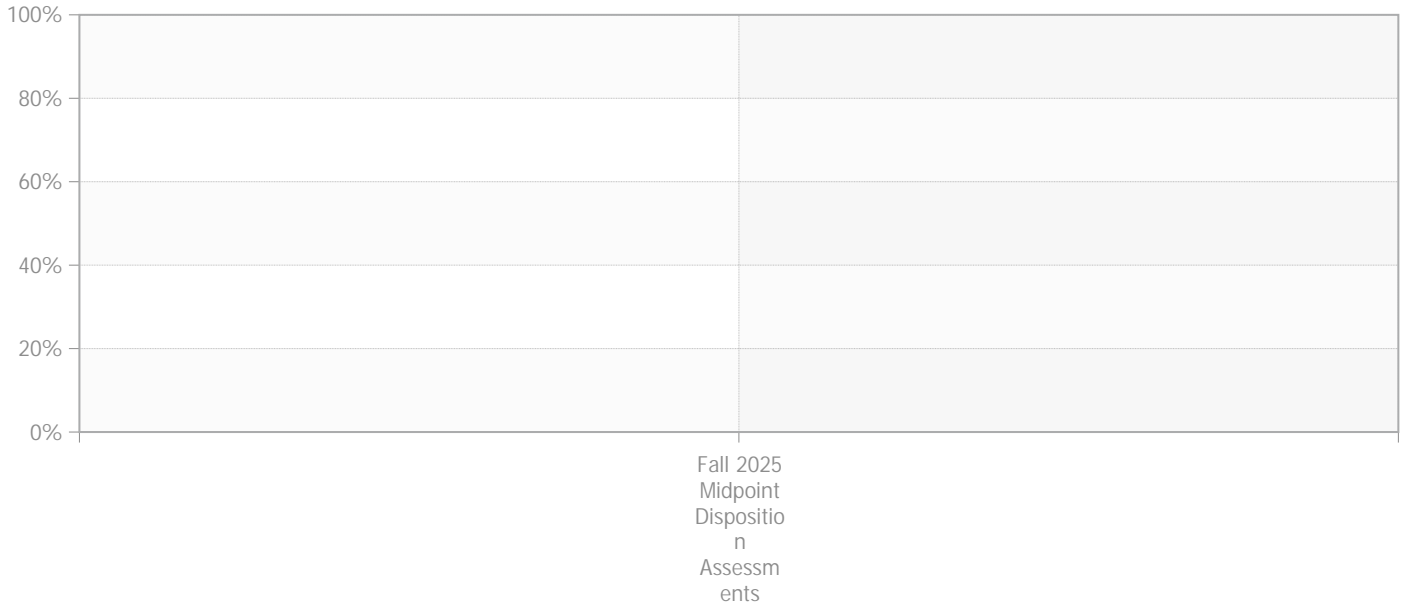
■ 2 - Demonstrates an understanding of ethical standards in a limited number of circumstances.

■ 1 - No evidence is present in student's behavior, work products, and or appearance evidencing professional integrity and modeling ethical conduct



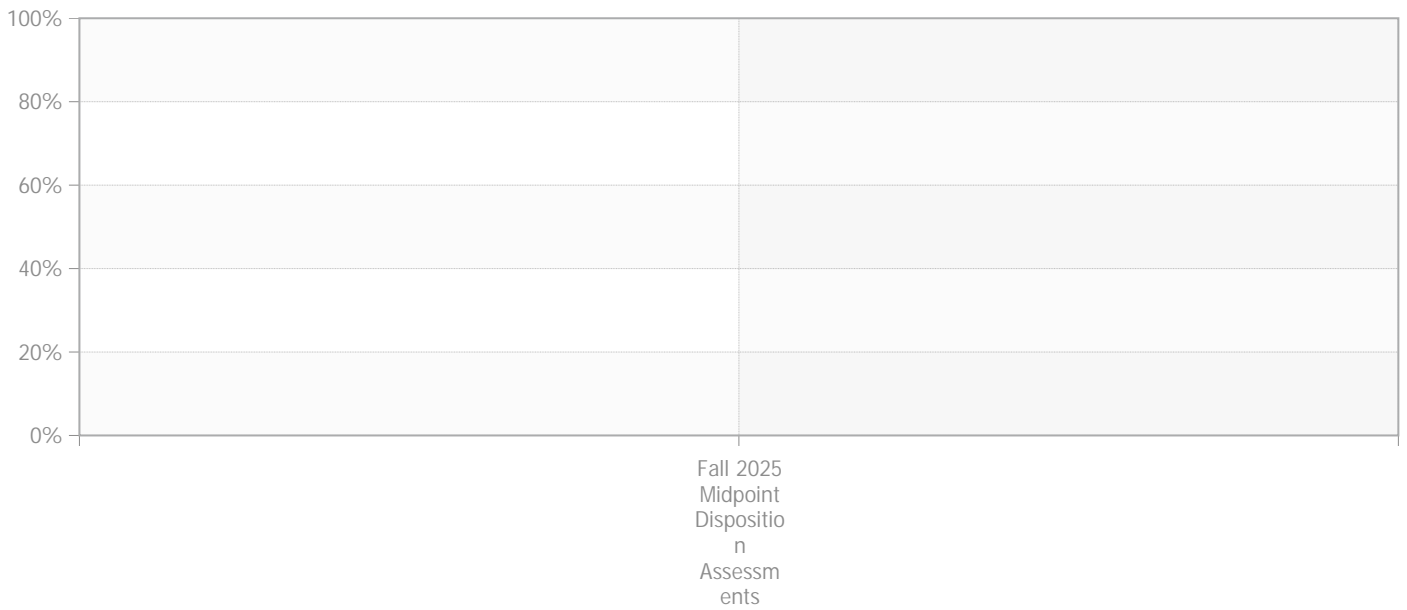
Seeks to understand various viewpoints, cultures, and people groups and interact with all in a respectful manner.

- 3 - Seeks to understand multiple viewpoints and respectfully responds in ways that are inclusive of the audience.
- 2 - Developing awareness of the use of respectful language that is inclusive of various differences, but does little to address the viewpoints.
- 1 - Does not seek to understand various viewpoints, cultures, and people groups individuals with diverse experiences.



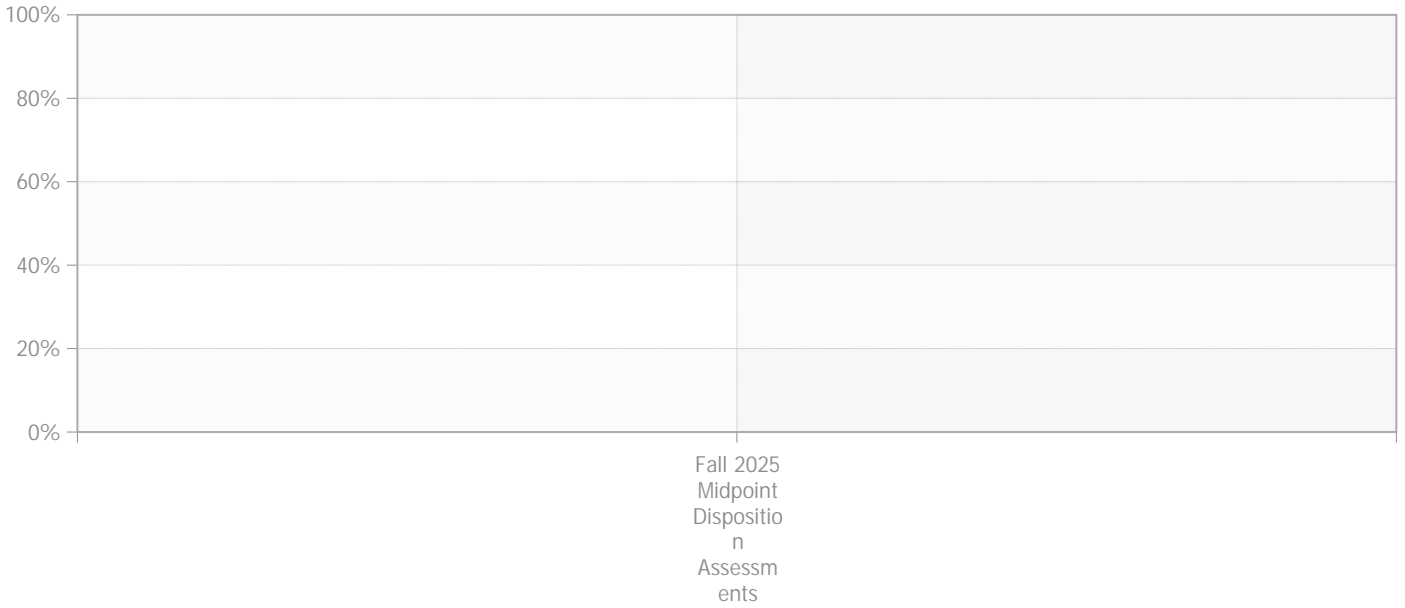
Practices self reflection and collaboration with others in progressing towards teacher professional goals

- 3 - Demonstrates the ability to communicate and inquire with colleagues, students' families, and members of the larger school community to support
- 2 - Establishes professional learning goals though made little progress to improve their practice to support teacher and student learning.
- 1 - Does not establish professional or personal learning goals nor make progress to improve their practice.



Demonstrates the ability to effectively integrate culturally appropriate practices and pedagogy for all learners as a result of deve

- 3 - Demonstrates culturally responsive practices and pedagogy for all learners.
- 2 - Developing the ability to reflect on their teaching practice, knowledge of the subject matter and pedagogy, however, does not integrate culturally responsive practices and pedagogy.
- 1 - Does not demonstrate the ability to reflect on their teaching practice, knowledge of the subject matter and pedagogy, in order to integrate culturally responsive practices and pedagogy.



Actively protects students and colleagues from the impact of discrimination based on race, gender, disability/ exceptionality, sex:

- 3 - Strives to build a safe classroom with zero tolerance of negative behaviors towards others as evidenced by correcting negative student behaviors.
- 2 - Finds difficulty in creating a safe classroom as evidenced by being unable to find a resolution to displays of discrimination.
- 1 - Responds inappropriately and/or ignores displays of discrimination, resulting in a negative impact on students and/or colleagues.

