

**Concordia University Chicago College of Education**  
**Assessment of Student Teacher Disposition**

**Instructions:**

Instructions: The teacher candidate should be evaluated on their dispositions using the following scale:

<b>0</b>	<b>1</b>	<b>2</b>
<b>Not Observed</b>	<b>Needs Improvement</b>	<b>Meets Expectations</b>

The data from the dispositional assessment is used to track candidates to ensure all CUC COE graduates demonstrate the dispositions expected of excellent educators. Students' who struggle to "Meet Expectations" on any dispositional element may be referred to the Teacher Candidate Counseling Review Board (TCCRB). The full TCCRB Process is explained in the student handbook. CUC Disposition Revised 2016. (Some statements used &/or adapted from: Vincent, Rinaldo. & Foote, Chandra. (2010). "The Candidate Disposition Inventory"). The education programs of Concordia University Chicago prepare candidates to demonstrate professional integrity, competence, and servant leadership to those they teach and serve. Teacher Education Candidates are expected to exhibit dispositions consistent with the conceptual framework.

Criteria	Levels of Achievement		
Values the worth of all people; respects the individual differences, perspectives and points of view of others. [Integrity] (CAEP 3)	0	1	2
Demonstrates respect for supervisors, peers, and students through positive and professional interactions. [Integrity](CAEP 3)	0	1	2
Demonstrates honesty and academic integrity. [Integrity](CAEP 1,3)	0	1	2
Demonstrates compliance with and just application of laws, regulations and policies; maintains appropriate confidentiality. {Integrity}(CAEP 1,3)	0	1	2
Demonstrates reliability through attendance, punctuality, preparation, communication, etc.[Competence](CAEP 1,3)	0	1	2
Demonstrates the capacity to learn and consistently produce quality work. [Competence] (CAEP 1)	0	1	2
Demonstrates understanding of learners' development and needs. [Competence] (CAEP 1,3)(IPTS 1B, 1C, 1I, 1J, 3C, 7L).	0	1	2
Engages in creative problem solving, critical thinking, reflective thinking and inquiry. [Competence] (CAEP 1,3)	0	1	2
Demonstrates enthusiasm for and command of content knowledge and pedagogy. [Competence](CAEP 1) (IPTS 1B, 2E, 2I, 2J, 2L, 2M, 2N, 2Q, 3L, 4L, 6A, 6E, 6I, 6P).	0	1	2
Advocates and cares for the needs of others. [Servant Leadership] (CAEP 1, 3)(IPTS 2F, 3H, 9Q, 9G, 9M, 9P).	0	1	2
Demonstrates patience and compassion, especially for those experiencing difficulty. [Servant Leadership](CAEP 1,3)(IPTS 2F, 3H, 9Q, 9G, 9M, 9P).	0	1	2
Engages in positive and productive collaborative relationships with supervisors, peers, and students. [Servant Leadership](CAEP 1)(IPTS 2F, 3H, 9Q, 9G, 9M, 9P).	0	1	2
Seeks and accepts help and criticism from others. [Servant Leadership](CAEP 1,3)	0	1	2

**Student Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator:**     **Cooperating Teacher**                       **University Supervisor**