

CENTRAL CHRISTIAN COLLEGE OF KANSAS

Teacher Education Program Professional Dispositions Survey

Student's Name: _____ Semester: Fall _____ Spring _____

Level (Check one.):

I Pre-Candidacy (Fr)

II Professional Core (So/Jr)

III Student Teaching Experience (Sr)

IV Program Completion (Sr/Post ST)

Evaluator Name: _____ School Placement: _____

Note: The CCCK TEP Professional Dispositions Survey is aligned with CAEP: Council for the Accreditation of Educator Preparation; InTASC: Interstate Teacher Assessment and Support Consortium; and KEPPS: Kansas Educator Preparation Program Standards

Instructions: For each dispositional category below, provide evidence *based on your observations throughout the semester and interactions with this teacher candidate* that they are, or are not, on a trajectory toward becoming first-year profession-ready. A candidate who is **First-Year Profession-Ready** is prepared to accept and successfully perform the duties one would reasonably expect of a newly-hired, first-year professional educator. The desired outcome for this disposition is that the teacher candidate will be on target to become first-year profession ready.

PK-12 STUDENTS AS LEARNERS

1. Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence that this CCCK teacher candidate recognizes individual strengths in PK-12 students and then builds on those strengths to enhance the learning of all students.

Overall, how ready is this CCCK teacher candidate to build on individual PK-12 student's strengths to enhance the learning of all students?

(CAEP: 1.4; InTASC/KEPPS: 1, 2, and 8)

- First-year profession-ready
- On target to become first-year profession-ready
- Not on target to become first-year profession-ready

2. Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence that this CCCK teacher candidate fosters each PK-12 student's deeper understanding of the content through relevant learning experiences.

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Overall, how ready is this CCCK teacher candidate to foster each PK-12 student's deeper understanding of the content through relevant learning experiences?

(CAEP: 1.3; InTASC/KEPPS: 1, 2, and 8)

- First-year profession-ready
- On target to become first-year profession-ready
- Not on target to become first-year profession-ready

TEACHER CANDIDATE'S PROFESSIONAL LEARNING

3. Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence of this CCCK teacher candidate's willingness to self-analyze and persevere to improve instructional practices.

Overall, how ready is this CCCK teacher candidate to self-analyze and persevere to improve instructional practices?

(CAEP: 1.2; InTASC/KEPPS 9)

- First-year profession-ready
- On target to become first-year profession-ready
- Not on target to become first-year profession-ready

4. Based on your observations throughout the semester and interactions with this teacher candidate, provide evidence of how this CCCK teacher candidate responds when faced with circumstances that challenge his/her own frame of reference (e.g., culture, gender, language,

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abilities, ways of knowing).

Overall, how ready is this CCCK teacher candidate to respond positively to challenges to his/her own frame of reference (e.g., culture, gender, language, abilities, ways of knowing)?
(CAEP: 1.1; InTASC/KEPPS: 9)

- First-year profession-ready
- On target to become first-year profession-ready
- Not on target to become first-year profession-ready

5. Based on your observations throughout the semester and interactions with this teacher candidate, describe this CCCK teacher candidate's collaboration with colleagues, families, and/or community members to promote PK-12 student learning.

Overall, how ready is this CCCK teacher candidate to collaborate with colleagues, families, and/or community members to promote PK-12 student learning?
(CAEP: 2.3; InTASC/KEPPS: 10)

- First-year profession-ready
- On target to become first-year profession-ready
- Not on target to become first-year profession-ready

PROFESSIONAL BEHAVIORS

6. Since the midpoint evaluation has this teacher candidate demonstrated the following professional behaviors?

- Displays positive attitude
- Takes initiative

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- Demonstrates enthusiasm for the work of teaching
- Shows respect for colleagues, families, and/or communities
- Maintains confidentiality
- Demonstrates flexibility
- Maintains professional boundaries
- Builds rapport with students
- Demonstrates punctuality in all professional responsibilities
- Dresses professionally

Provide evidence below for any areas of growth or concern:

Overall how ready is this CCK teacher candidate to demonstrate the behaviors of first-year professional educator?

(CAEP: 2.3; InTASC/KEPPS: 9)

- First-year profession-ready
- On target to become first-year profession-ready
- Not on target to become first-year profession-ready

(This survey is based upon the work developed at Northern Kentucky University.)

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