

Professional Disposition Survey

CRITERIA	1.0 Limited/Baseline	2.0 Developing	3.0 Competent	4.0 Accomplished/Capstone
The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.				
The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.				
The teacher 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.				
The teacher 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.				
The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.				
The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.				
The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.				
The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.				
The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.				
The teacher embraces the challenge of continuous improvement and change.				