

This is the “Iowa Dispositions Model: A Framework for Developing Effective Teacher Dispositions” which was developed as a part of the Iowa Teacher Quality Enhancement Grant. This tool provides a common language for the examination of personal/teacher qualities and to encourage reflection relative to personal areas of strength and needed growth in human relations. University of Iowa students were introduced to the model and encouraged to use this as an on-going professional self-assessment tool.

**Assessment of Dispositional Professional Qualities in
Teacher Education Program Candidate**

This form will be used to evaluate dispositions you display during class and field experiences. It is used to document professional progress and alert you when improvement is necessary.

Not Applicable or Not Observed	Serious Concerns	Needs Improvement	Emerging	Acceptable
NA	0	1	2	3
	Behavior displayed is contrary to expectations for this disposition.	Behavior is displayed occasionally.	Behaviors is displayed frequently	Behavior is displayed frequently and consistently

Caring: Candidates with this set of dispositions value and appreciate all aspects of other persons’ well being—cognitive, emotional, physical and spiritual—thereby enhancing opportunities for learning needs of other education students and in working with professionals. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of caring dispositions:					
1.1 Empathy: identifies with and see things from the perspective of others.	NA	0	1	2	3
1.2 Compassion: sympathizes, often with a desire to understand and help improve conditions of students’ lives.	NA	0	1	2	3
1.3 Rapport: develops appropriate relationships with peers and other stakeholders.	NA	0	1	2	3
1.4 Respect: shows appropriate regard for the needs, ideas, and experiences of others.	NA	0	1	2	3
1.5 Passion: demonstrates excitement, enthusiasm and optimism for the people, content, and context of the teaching/learning process.	NA	0	1	2	3
1.6 Cultural Competence: appreciates and capitalizes upon diversity; is aware of and acts to reduce one’s own biases; employs culturally sensitive pedagogy.	NA	0	1	2	3
Comments:					
Communicative: Candidates with this set of dispositions are sensitive to and skillful in the various aspects of human activity. They have effective interpersonal relationship skills and attitudes that foster collaborative enterprises useful in enhancing the teaching-learning process. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of communicative dispositions:					
2.1 Presence: has keen with-it-ness and engagement in human interactions and other’s needs.	NA	0	1	2	3
2.2 Responsiveness: attends to others’ needs; the ability and inclination to act as best meets the needs, subtle as well as obvious, of others and their circumstances.	NA	0	1	2	3
2.3 Attentiveness: concentrates on others’ communication; takes others’ communication into account.	NA	0	1	2	3
2.4 Authenticity: fosters and enhances the teaching and learning process while exercising judgment about personal and professional boundaries.	NA	0	1	2	3
2.5 Collaborativeness: involves and works with others in planning, problem solving and learning.	NA	0	1	2	3
2.6 Voice: is willing to openly engage and respond to peers, faculty, teachers, and administrators, parents, and community as need arises.	NA	0	1	2	3
Comments:					

Creative: Candidates with this set of dispositions display the capacity to envision and craft things in novel and meaningful ways to meet the needs of students. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of creative dispositions:					
3.1 Flexibility: adapts, adjusts, and modifies practices to meet the needs of students and peers; thinks on one's feet; is comfortable with change.	NA	0	1	2	3
3.2 Inventiveness: uses the needs and interests of students to approach curricular and strategic decisions; visualizes and implements novel ideas and practices.	NA	0	1	2	3
3.3 Resourcefulness: uses resources in effective ways; adapts practices to unforeseen challenges.	NA	0	1	2	3
3.4 Resilience: endures stress and maintains stability in the face of disruption and/or chaos; recovers poise or spirit that enables moving forward in an effective manner.	NA	0	1	2	3
Comments:					
Critical: Candidates with this set of dispositions have the ability to examine closely, to critique, and to ask questions. They do not accept the status quo at face value but employ higher level thinking skills to evaluate, analyze, and synthesize. Self-evaluation and reflection characterize candidates with this set of dispositions. The following list comprises many, but not all, of the qualities, tendencies, and/or behaviors which characterize a set of critical dispositions:					
4.1 Reflectiveness: takes time consistently to evaluate effectiveness of instruction & behavior in terms of the larger goals of education; nurtures reflectivity in students and peers; reflects on own growth and accountability.	NA	0	1	2	3
4.2 Initiative: exhibits a willingness to pursue solutions to problems or questions; gathers relevant data and persistently seeks to improve situations or areas of need.	NA	0	1	2	3
4.3 Open-mindedness: exhibits an ability to look at different sides of an issue; recognizes the possibility of error in one's own beliefs and practices; does not display or act upon prejudices against people or ideas.	NA	0	1	2	3
4.4 Efficacy: nurtures high expectations, demonstrates self-direction and confidence, and empowers students and peers.	NA	0	1	2	3
4.5 Humility: places the needs of the learner and/or learning task above ones own ego; reflects on own growth and accountability.	NA	0	1	2	3
Comments:					
Professional Requirements: These are qualities and practices that teacher candidates must exhibit in order to be recommended for licensure, some of which are explicit in the Iowa Code of Ethics and Code of Responsibilities. The candidates will display <i>all</i> of the following qualities and/or behaviors that characterize this set of professional requirements. Also, because each of these is considered absolutely necessary, each one will be separately assessed:					
5.1 Professionalism: endeavors to meet the standards expected of a teacher such as appropriateness of dress, grooming, demeanor, punctuality, tact, discretion, courtesy, etc.	NA	0	1	2	3
5.2 Personal and Professional Ethics and Integrity: adheres strongly to high moral principles and ethical standards as expressed in the Iowa Code; evidences integrity.	NA	0	1	2	3
5.3 Work Ethic/Responsibility: attends to school policy for teacher attendance; completes teaching related tasks in a thorough and efficient manner.	NA	0	1	2	3
5.4 Confidentiality: complies with federal, state, and school policies relating to confidentiality.	NA	0	1	2	3
Comments:					