**Professional Dispositions**

**for 2023-2024 and 2024-2025 completers**

|  | **Not observed** | **Does not meet** | **Developing** | **Meets****expectations** |
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| Demonstrates genuine interest and consistent self-application to the chosen profession and field training. Shows personal initiative to become informed and competent, including being dedicated to anti-racist pedagogy. Demonstrates commitment to equity and access for all within the profession. |  | 1 | 2 | 88 |
| Keeps appointments/logs, adheres to policies/deadlines; meets attendance requirements; is prepared for class. Initiates contact with instructor/supervisor(s) as problems arise. | 2 | 1 | 5 | 83 |
| Refrains from making false, misleading, or deceptive statements; Engages others honestly, strives toward gaining perspective and understanding, promotes confidence. Exhibits awareness/concern for ethical self-conduct (e.g., confidentiality) as determined by professional codes and other knowledge skills in the field. |  |  | 3 | 88 |
| Demonstrates constructive self-control (e.g., anger/impulse); any personal difficulties conscientiously addressed so as not to interfere with learning/performance. Accepts limitations as opportunities for growth. |  |  | 2 | 89 |
| Relates well with others. Models tact, sensitivity, openness, acceptance, respect for the rights, dignity, and worth of others. Communicates directly, honestly; listens well. |  |  | 1 | 9 |
| Displays (models) suitable professional judgment/decision making in conduct/appearance; exhibits awareness of beliefs, values, needs/limitations, and the potential effects of these on learning/practice. |  |  | 1 | 9 |
| Collaborates constructively; contributes to positive group performance; respects different styles/approaches to learning, leadership and communication. Appreciates that the field is a diverse field of ideas and viewpoints. | 11 |  | 2 | 78 |
| Reflectively conceptualizes/abstracts, accurately interprets information; seeks/accepts feedback and incorporates observations, discussions, and learning opportunities that developmentally enhance knowledge/skill. Displays concern for research/study of best practices; developing a solid understanding of theory/rationale for provision of effective and integrated school/community-based services and effective teaching and administrative services. | 8 | 1 | 1 | 81 |