

## GUIDING PRINCIPLES DISPOSITIONS CHECKLIST

THIS ASSESSMENT TOOL MEASURES PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS OF INDIVIDUAL TEACHER CANDIDATES AND WILL BE INCLUDED IN ALL SOE COURSES.

Teacher Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

Program Pathway:  ECO Intern  Standard Intern

Program Track:  ES  MS  SS

Current Course: \_\_\_\_\_ Term: \_\_\_\_\_

University Mentor Name: \_\_\_\_\_

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**Mission:** SOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

SOE's guiding principles are anchored in the belief that our mission is accomplished when our candidates are equipped with the skills to operationalize ***LEAD***:

- ***Leadership – Innovation with Accountability:*** As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities
- ***Engagement – Active Learning:*** We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities
- ***Application – Theory to Practice:*** We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed
- ***Dedication – Inclusive Excellence:*** Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory.

Throughout the educational experience with Alliant International University, the teacher candidate should demonstrate growth in each of the SOE Guiding Principles. Please review the following measurable dispositions and rate the teacher candidate on each aspect of the SOE Guiding Principles based on the following scale by checking the appropriate number for each disposition area.

## MEASURABLE DISPOSITIONS

SOE GUIDING PRINCIPLE	DISPOSITION
<b>LEADERSHIP</b>	Demonstrates social responsibility
	Exhibits ethical action
	Displays commitment to be an agent of change
	Expresses commitment to improve the lives of the community
	Prepares for change and welcomes new ideas
	Shows the ability to demonstrate innovation with accountability
<b>ENGAGEMENT</b>	Expresses value of authentic engagement with communities and peers
	Exemplifies value of collaboration with communities and peers
	Demonstrates dedication to advancing communities
	Embraces diversity with a positive attitude
	Interacts with faculty, peers, and the community using receptive, professional communication
	Shows the ability to exemplify active learning
<b>APPLICATION</b>	Shows understanding of what it means to be a reflective practitioner
	Incorporates theory into best teaching practices
	Utilizes knowledge that pedagogical preparation has honed
	Applies skills and dispositions from theory courses to the field
	Uses habits of inquiry while engaged in real-world practices
	Integrates the use of technology into clinical practice experiences
	Shows the ability to exemplify theory to practice
<b>DEDICATION</b>	Develops courses and assignments that are engaging for all learners
	Designs engaging experiences that promote understanding of theories, concepts, and principles
	Establishes methodologies and approaches that are readily utilized for practice in the field
	Provides services to students while simultaneously making instructional decisions
	Exemplifies the ability to make resolutions to lesson plans that are grounded in educational research and/or theory
	Shows ability to establish inclusive intelligence

## MEASURABLE DISPOSITIONS SCALE

LEVEL	DESCRIPTION
4	<b>Exemplary:</b> Teacher Candidate excels in all categories within this section.
3	<b>Acceptable:</b> Teacher Candidate meets all expectations within this section.
2	<b>Adjustments Needed:</b> Required Remediation Conference with University Mentor
1	<b>Unacceptable:</b> Further action may be taken, including the requirement of a <i>Teacher Candidate Performance Plan (TCPP)</i>

<b><i>LEADERSHIP</i></b> <b><i>INNOVATION WITH ACCOUNTABILITY</i></b>	DISPOSITIONS CHECKLIST SCALE				
	4	3	2	1	N/A
<b>WHAT IS THE TEACHER CANDIDATE'S LEVEL OF <u>LEADERSHIP</u> EXHIBITED IN THE FOLLOWING DISPOSITIONS?</b>					
Demonstrates social responsibility					
Exhibits ethical action					
Displays commitment to be an agent of change					
Expresses commitment to improve the lives of the community					
Prepares for change and welcomes new ideas					
Shows the ability to demonstrate innovation with accountability					
<b>DISPOSITIONS TOTAL: <u>LEADERSHIP</u></b>					
<b><i>ENGAGEMENT</i></b> <b><i>ACTIVE LEARNING</i></b>	DISPOSITIONS CHECKLIST SCALE				
	4	3	2	1	N/A
<b>WHAT IS THE TEACHER CANDIDATE'S LEVEL OF <u>ENGAGEMENT</u> EXHIBITED IN THE FOLLOWING DISPOSITIONS?</b>					
Expresses value of authentic engagement with communities and peers					
Exemplifies value of collaboration with communities and peers					
Demonstrates dedication to advancing communities					
Embraces diversity with a positive attitude					
Interacts with faculty, peers, and the community using receptive, professional communication					
Shows the ability to exemplify active learning					
<b>DISPOSITIONS TOTAL: <u>ENGAGEMENT</u></b>					
<b><i>APPLICATION</i></b> <b><i>THEORY TO PRACTICE</i></b>	DISPOSITIONS CHECKLIST SCALE				
	4	3	2	1	N/A
<b>WHAT IS THE TEACHER CANDIDATE'S LEVEL OF <u>APPLICATION</u> EXHIBITED IN THE FOLLOWING DISPOSITIONS?</b>					
Shows understanding of what it means to be a reflective practitioner					
Incorporates theory into best teaching practices					
Utilizes knowledge that pedagogical preparation has honed					
Applies skills and dispositions from theory courses to the field					
Uses habits of inquiry while engaged in real-world practices					
Integrates the use of technology into clinical practice experiences					
Shows the ability to exemplify theory to practice					
<b>DISPOSITIONS TOTAL: <u>APPLICATION</u></b>					
<b><i>DEDICATION</i></b> <b><i>INCLUSIVE EXCELLENCE</i></b>	DISPOSITIONS CHECKLIST SCALE				
	4	3	2	1	N/A
<b>WHAT IS THE TEACHER CANDIDATE'S LEVEL OF <u>DEDICATION</u> EXHIBITED IN THE FOLLOWING DISPOSITIONS?</b>					
Develops courses and assignments that are engaging for all learners					
Designs engaging experiences that promote understanding of theories, concepts, and principles					
Establishes methodologies and approaches that are readily utilized for practice in the field					
Provides services to students while simultaneously making instructional decisions					
Exemplifies the ability to make resolutions to lesson plans that are grounded in educational research and/or theory					
Shows ability to establish inclusive intelligence					
<b>DISPOSITIONS TOTAL: <u>DEDICATION</u></b>					

SOE GUIDING PRINCIPLE	DISPOSITION	SCORE	<i>TCPP</i> REQUIRED ✓
<b>LEADERSHIP</b>	Demonstrates social responsibility		
	Exhibits ethical action		
	Displays commitment to be an agent of change		
	Expresses commitment to improve the lives of the community		
	Prepares for change and welcomes new ideas		
	Shows the ability to demonstrate innovation with accountability		
<b>ENGAGEMENT</b>	Expresses value of authentic engagement with communities and peers		
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	Interacts with faculty, peers, and the community using receptive, professional communication		
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<b>APPLICATION</b>	Shows understanding of what it means to be a reflective practitioner		
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	Integrates the use of technology into clinical practice experiences		
	Shows the ability to exemplify theory to practice		
<b>DEDICATION</b>	Develops courses and assignments that are engaging for all learners		
	Designs engaging experiences that promote understanding of theories, concepts, and principles		
	Establishes methodologies and approaches that are readily utilized for practice in the field		
	Provides services to students while simultaneously making instructional decisions		
	Exemplifies the ability to make resolutions to lesson plans that are grounded in educational research and/or theory		
	Shows ability to establish inclusive intelligence		
<b>SOE GUIDING PRINCIPLES DISPOSITIONS CHECKLIST TOTAL:</b>			

SCORING GUIDELINES	
100	Maximum Score Possible
72 and below	Remediation Conference with University Mentor Required
70 and below	<b>Teacher Candidate Performance Plan</b> Required
1 or more areas receives a rating of 1	<b>Teacher Candidate Performance Plan</b> Required
2 or more areas receives a rating of 2	<b>Teacher Candidate Performance Plan</b> Required

The **Teacher Candidate Performance Plan** is in place should a candidate require immediate remediation. This tool allows faculty and staff to clearly identify areas of growth needed by the Teacher Candidate. The tool includes steps for remediation as well as a follow-up assessment to determine if proper progress has occurred. Upon the conclusion of this plan, a recommendation will be made to the Dean of Education for one of the following courses of action: Continuation in Program, Additional Teacher Performance Plan, or Dismissal from Alliant Teacher Education Program.