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| --- | --- | --- | --- | --- | --- | --- |
| **Mean of Candidate Performance on SPED Advanced Candidate Assessment of Professional Dispositions**  **(4 point scale)** | | | | | | |
| 1-Disagree  2-Agree | Semester | | | | | |
| Spring 2014 n=5 | Fall  2013 n=6 | Spring 2013 n=9 | Fall  2012 n=9 | Spring 2012 n=8 | Fall  2011 n=9 |
| **Professional and Ethical Standards:** | | | | | | |
| Meets obligations and deadlines | 2 | 2 | 2 | 2 | 2 | 2 |
| Submits work that reflects high professional standard, commensurate with CEC and NBPTS expectations | 2 | 2 | 2 | 2 | 2 | 2 |
| Reflects upon and is responsible for own actions and decisions | 2 | 2 | 2 | 2 | 2 | 2 |
| Displays a positive attitude and emotional maturity | 2 | 2 | 2 | 2 | 2 | 2 |
| Utilizes sound professional judgment in decision making | 2 | 2 | 2 | 2 | 2 | 2 |
| Demonstrates ethical behavior and integrity | 2 | 2 | 2 | 2 | 2 | 2 |
| Receptive to change and responsive to professional feedback within the context of current practice and professional NBPTS standards | 2 | 2 | 2 | 2 | 2 | 2 |
| Upholds high standards of competence | 2 | 2 | 2 | 2 | 2 | 2 |
| Serves as an advocate for students with exceptionalities, both in the schools and the community | 2 | 2 | 2 | 2 | 2 | 2 |
| Manages conflict appropriately | 2 | 2 | 2 | 2 | 2 | 2 |
| **Leadership & Innovative practice** | | | | | | |
| Exhibits creativity and intellectual curiosity and is willing to experiment with new ideas and techniques | 2 | 2 | 2 | 2 | 2 | 2 |
| Incorporates research based knowledge in practice | 2 | 2 | 2 | 2 | 2 | 2 |
| Facilitates the utilization of technology in a variety of contexts | 2 | 2 | 2 | 2 | 2 | 2 |
| Assumes leadership roles in improving professional practice | 2 | 2 | 2 | 2 | 2 | 2 |
| Actively seeks to prevent and/or solve problems | 2 | 2 | 2 | 2 | 2 | 2 |
| **Diversity and High expectations for all learners** | | | | | | |
| Demonstrates belief that all students can learn to their potential | 2 | 2 | 2 | 2 | 2 | 2 |
| Promotes access, participation, and progress of students with exceptionalities in the general education curriculum | 2 | 2 | 2 | 2 | 2 | 2 |
| Displays a commitment to all students and their learning | 2 | 2 | 2 | 2 | 2 | 2 |
| Responsive to ideas and views of all stakeholders | 2 | 2 | 2 | 2 | 2 | 2 |
| Responsive to the readiness, learning profile, and interests of all students | 2 | 2 | 2 | 2 | 2 | 2 |
| Values multiple aspects of diversity; respects children and adults of various cultures, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, etc. | 2 | 2 | 2 | 2 | 2 | 2 |
| Shows respect for differences by providing equitable learning opportunities for all. | 2 | 2 | 2 | 2 | 2 | 2 |
| **Communication and Collaboration** | | | | | | |
| Interacts in a professional manner with all stakeholders | 2 | 2 | 2 | 2 | 2 | 2 |
| Shares information, resources, and ideas with others | 2 | 2 | 2 | 2 | 2 | 2 |
| Works effectively with professional colleagues, families, and other adults | 2 | 2 | 2 | 2 | 2 | 2 |
| Serves as mentor and role model as appropriate | 2 | 2 | 2 | 2 | 2 | 2 |
| Uses effective interpersonal skills | 2 | 2 | 2 | 2 | 2 | 2 |
| Maintains confidentiality in communication and collaboration with all stakeholders | 2 | 2 | 2 | 2 | 2 | 2 |
| **Goal Setting and Life-long learning** | | | | | | |
| Sets goals to improve practice based on reflection and self-evaluation | 2 | 2 | 2 | 2 | 2 | 2 |
| Models life-long learning through inquiry-based practices | 2 | 2 | 2 | 2 | 2 | 2 |
| Takes responsibility for professional development | 2 | 2 | 2 | 2 | 2 | 2 |
| Maintains active involvement in professional organizations | 2 | 2 | 2 | 2 | 2 | 2 |
| Commits to collaborating with families, community members, and other professionals as partners in the educational process | 2 | 2 | 2 | 2 | 2 | 2 |