

**Jacksonville State University
School of Education
Teacher Candidate Disposition Assessment (TCDA)**

Directions: Faculty, University Supervisors, and Cooperating Teachers may complete the TCDA on a teacher candidate at any time. At selected program decision points, the TCDA is administered and the results as one indicator to continue in the TEP or receive a Teacher Candidate Plan of Action (TCPoA) with monitoring. The first six indicators (Communication, Punctuality, Professional Boundaries, Openness to Improvement, Self-Regulation, and Personal Appearance and Hygiene) are applicable in every course. The second six indicators (Leadership and Collaboration, Effective Facilitation, Assessment and Reflection, Diverse Learners and Environments, Ethics and Professional Responsibility and Reflective Mastery of Content) may not be observed in some courses. For all indicators, if there is no opportunity for the TC to demonstrate a particular disposition, the Not Applicable selection may be used.

	Exceptional (4)	Proficient (3)	Developing (2)	Unacceptable (1)	Not Applicable (0)
Communication InTASC 10	The TC demonstrates professional communication skills, including the ability to listen and respond to others appropriately in a wide range of settings AND uses feedback in a positive manner to advance their own or student learning.	The TC professionally communicates via all mediums (i.e. oral, written, pictorial, social media, etc.) employing standard English and respect for all stakeholders, AND Adheres to guidelines and/or policies related to use of social media, institutional and private.	The TC uses communication skills to collaborate with others and exchange information in appropriate ways using conversations, email, and other forms of communication.	The TC uses profanity, or other disrespectful, demeaning communication; inappropriate use of social media.	The TC did not have an opportunity to demonstrate this disposition.
Punctuality InTASC 9	The TC exhibits punctuality in all responsibilities AND is highly prepared and organized to participate in class or field experiences to enhance their own and/or student learning.	The TC exhibits punctuality in all responsibilities, including attendance, submission of assigned tasks, response to phone calls, etc.	The TC exhibits limited consistency of punctuality in responsibilities, including attendance, submission of assigned tasks, response to phone calls, etc.	The TC is consistently tardy in attendance, submission of assigned tasks, fails to appropriately respond with feedback or to emails, phone calls, etc.	The TC did not have an opportunity to demonstrate this disposition.

	Exceptional (4)	Proficient (3)	Developing (2)	Unacceptable (1)	Not Applicable (0)
Professional Boundaries InTASC 9	The TC demonstrates professional boundaries by engaging in appropriate, ongoing collaboration with students and colleagues that contributes positively to a common culture of learning.	The TC establishes and maintains appropriate personal and professional boundaries with students and colleagues.	The TC demonstrates some understanding of professional boundaries by relating to faculty, cooperating teachers, school administrators, and P-12 students in appropriate ways.	The TC injects personal life into professional relationships; establishes inappropriate enmeshment in relationships with students and colleagues.	The TC did not have an opportunity to demonstrate this disposition.
Openness to Improvement InTASC 9	The TC takes constructive feedback and demonstrates creativity, innovation, and responsiveness to new ideas to improve their own and/or student learning.	The TC accepts constructive feedback and responds appropriately, engaging in self-reflection and evidencing growth from such experiences.	The TC is resistant to constructive feedback at first but is more accepting over time	The TC exhibits defensiveness or denial when given feedback; displays inability to self-reflect; shows repetitive dysfunction.	The TC did not have an opportunity to demonstrate this disposition.
Self-Regulation InTASC 9	The TC reflects skill in self-regulation AND is able to reframe situations to demonstrate positive emotional responsiveness to enrich their own or student learning.	The TC reflects skill in self-regulation, including displaying sensitivity to feelings of others; displaying assertiveness, while respecting boundaries; demonstrates maturity and calmness when discussing sensitive issues, demonstrates perseverance and resilience.	The TC reflects limited skills in self-regulation but can calm down when upset or cheer up when feeling down.	The TC is unable to persevere independently and gives up easily; reflects callousness or insensitivity to feelings of others; displays inappropriate emotion in times of crisis.	The TC did not have an opportunity to demonstrate this disposition.
Personal Appearance and Hygiene InTASC 9	The TC exhibits a professional appearance that includes hygiene,	The TC exhibits professional self-awareness and respect for others,	The TC exhibits a narrow self-awareness of personal appearance	The TC displays an unkempt appearance or inattentive hygiene.	The TC did not have an opportunity to demonstrate this disposition.

	Exceptional (4)	Proficient (3)	Developing (2)	Unacceptable (1)	Not Applicable (0)
	personal dress, manners, and actions according to the standards in the classroom or school setting.	resulting in excellent hygiene and personal dress and appearance that meet the expectations of the profession and the institution.	and hygiene, responds to feedback with a limited willingness to change.		
Leadership and Collaboration InTASC 10	The TC brings innovation to the learning experience and supports colleagues in their use. The TC collaborates with students, families, and other stakeholders to meet challenging goals. The TC is involved with the profession, and is constantly pursuing continuous improvement.	The TC initiates collegial collaboration and welcomes feedback leading to change that will enhance student learning. The TC initiates collaboration with families to enhance student learning.	The TC willingly cooperates with colleagues and families to enhance student learning.	The TC seeks to operate independently.	The TC did not have an opportunity to demonstrate this disposition.
Effective Facilitation InTASC 1, 7, 8	The TC utilizes differentiated instruction based on diverse learner needs and language and communication differences. The TC seeks input from all stakeholders, including colleagues, families, community,, and the individual learner.	The TC uses differentiated instruction based on diverse learner needs.	The TC is open to consider different methods of instruction.	The TC ignores or disregards individual differences and employs the same instructional methods regardless of context.	The TC did not have an opportunity to demonstrate this disposition.

	Exceptional (4)	Proficient (3)	Developing (2)	Unacceptable (1)	Not Applicable (0)
Assessment and Reflection InTASC 6	The TC values genuine assessment, involving students in self-assessment, using assessment data to inform future instruction, to give timely feedback, and adjusts based on learner needs.	The TC uses assessment data to inform future instruction, and to give timely feedback.	The TC gives timely feedback based on assessment results.	The TC does not provide rich and actionable feedback, and does not alter future instruction based on learner needs.	The TC did not have an opportunity to demonstrate this disposition.
Diverse Learners and Environments InTASC 2, 3	The TC expresses the belief that all learners can reach high levels of achievement and establishes a network of support to foster that achievement.	The TC expresses the belief that all learners can achieve, and welcomes support to foster that achievement.	The TC seeks to assist all students to achieve.	The TC discriminates between learners, indicating a belief that not all students can achieve.	The TC did not have an opportunity to demonstrate this disposition.
Ethics and Professional Responsibility InTASC 9	The TC operates in an ethical and legal manner, continuously self-evaluating the impact of personal bias on learner achievement, and constantly seeks opportunities for reflective self-improvement.	The TC operates in an ethical and legal manner, and is open to evaluation of the impact of personal bias on learner achievement.	The TC operates in an ethical and legal manner.	The TC gives little evidence of consideration of legal or ethical implications of instructional methods, learner expectations, or personal bias.	The TC did not have an opportunity to demonstrate this disposition.
Reflective Mastery of Content InTASC 4, 5	The TC keeps abreast of emerging ideas and concepts in the field and views these from a cross-disciplinary perspective, encouraging learner exploration across content areas.	The TC keeps abreast of emerging ideas and concepts in the field.	The TC is knowledgeable about major ideas and concepts in the field.	The TC reflects utilization of outdated methods, obsolete knowledge, and is unaware of emerging concepts in the field.	The TC did not have an opportunity to demonstrate this disposition.

	Exceptional (4)	Proficient (3)	Developing (2)	Unacceptable (1)	Not Applicable (0)

Jacksonville State University
School of Education
Teacher Candidate Plan of Action (TCPoA)

The Teacher Candidate Plan of Action (TCPoA) is developed to help the candidate successfully meet the professional dispositions as assessed by the Teacher Candidate Disposition Assessment (TCDA). The TCPoA is a personalized plan of action based on the TC's particular needs. The TCPoA is created through a collaborative process (notification, conference, monitoring) with the Department Head or designee and the TC. The TCPoA is filed in the academic department, the Associate Dean's office, and recorded in LiveText for record-keeping purposes.

Teacher Candidate's Name _____

Teacher Candidate's Student Number _____

Teaching Field

Choose One

- Business Marketing Education-Class B
- ECP Early Childhood/Elementary6-Class B
- Family and Consumer Science Education-Class B
- Music Education-Class B
- Physical Education- Class B
- Secondary Education-Class B
- Special Education-Class B
- Business Marketing Education- Alt A
- Early Childhood Education-Alt A
- Elementary Education-Alt A
- Family and Consumer Science Education- Alt A
- Music Education-Alt A
- Physical Education-Alt A
- Secondary Education-Alt A
- Special Education-Alt A

Benchmark

Choose One

- One
- Two
- Three
- Four
- Other

Disposition Indicator of Concern

Check all that apply

Communication

Punctuality

Professional Boundaries

Openness to Improvement

Self-Regulation

Personal Appearance and Hygiene

Leadership and Collaboration

Effective Facilitation

Diverse Learner and Environment

Ethics and Professional Responsibilities

Reflective Mastery of Content

Assessment and Reflection

Plan of Action

Plan for Monitoring

Teacher Candidate Signature _____

DH or Designee Signature _____

Faculty Signature(s) _____