

# Disposition Inventory for Teachers - Candidate (DIFT-C)

To be completed by Instructor. Please rate the degree to which this UNT teacher candidate possesses or displays dispositions on a scale of 0 to 3 (0=Not observed, 1=Does not meet expectations, 2=Meets expectation, 3=Exceeds expectations). The "Exceeds Expectations" rating is used only for truly outstanding dispositions, and the "Not observed" rating is used if there were no opportunities for the instructor to observe a particular disposition.

Proficiencies	Not Observed	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
<p>1. The teacher candidate is prepared and punctual.</p> <p>INTASC: 90 TTS: 6A</p> <input type="text" value="-"/>	Not Observed	The teacher candidate does not adequately manage resources (time, knowledge, materials, etc.) to achieve desired outcomes for self and others (e.g., students, peers, etc.) and does not adequately plan and prepare to fulfill responsibilities.	The teacher candidate consistently uses available resources (time, knowledge, materials, etc.) to act appropriately and effectively in the pursuit of professional and academic goals.	The teacher candidate consistently uses available resources (time, knowledge, materials, etc.) to act appropriately and effectively in the pursuit of professional and academic goals, anticipates needs and assists others in obtaining or managing resources, and effectively seeks and obtains additional resources beyond those readily available.
<p>2. The teacher candidate develops appropriate relationships with peers, colleagues, and students.</p> <p>INTASC: 30, 70, 9B, 9C, 10G, 10I, 10R TTS: 6B(1), 6C(1), 6D(2)</p> <input type="text" value="-"/>	Not Observed	The teacher candidates' relationships with colleagues and/or students lack respect, sensitivity, and caring.	The teacher candidate demonstrates supportive and cooperative relationships with colleagues and students.	The teacher candidate demonstrates supportive and cooperative relationships with colleagues and students and intentionally models these behaviors for others.
<p>3. The teacher candidate communicates in a manner appropriate to the learning environment.</p> <p>INTASC: 3F, 8M, 8Q TTS: 6C(1), 6D(2), 6D(4)</p> <input type="text" value="-"/>	Not Observed	The teacher candidate uses oral communication that has incorrect grammar and written communication that has inaccurate spelling, grammar, punctuation, or structure.	The teacher candidate uses professional oral and written communication that is clear and correct. The teacher candidate also establishes classroom practices that provide opportunities for students to communicate effectively with the teacher and their peers.	The teacher candidate uses professional oral and written communication that is clear and correct and provides explanations that are clear and coherent. The teacher candidate also establishes classroom practices that provide for the use of visual tools and technology and encourage all students to communicate effectively.
<p>4. The teacher candidate makes appropriate adaptations and accommodations for those with diverse needs.</p> <p>INTASC: 6P, 6U, 7B, 9G TTS: 1B(3), 2B(3), 3B(2), 4B(2), 5A(2)</p> <input type="text" value="-"/>	Not Observed	The teacher candidate displays behaviors that are discriminatory or intolerant of diversity (race, gender, culture, exceptionalities). The teacher candidate also selects materials, designs activities, or interacts in ways that promote stereotypes or demean others.	The teacher candidate consistently seeks a variety of perspectives in exploring issues. The teacher candidate selects materials, designs activities, and interacts in ways that demonstrate an appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and	The teacher consistently models respect for all people, prepares written work and other expressions to reflect an understanding of diversity (race, gender, culture, exceptionalities), seeks a variety of perspectives on exploring issues, and selects materials, designs activities, and interacts in ways that

provides opportunities for students to hear, consider, and discuss different viewpoints).

demonstrate an appreciation of diversity. The teacher candidate also seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.

5. The teacher candidate is flexible and comfortable with change, adapting, adjusting, and modifying practices to meet the needs of students and peers.

Not Observed

The teacher candidate does not take the appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students and peers. The teacher candidate fails to provide extra assistance or alternative learning experiences when needed, excludes some students from learning experiences, and gives preferential treatment to some students or peers.

The teacher candidate performs in ways that reflect concern and equitable effort on behalf of all. The teacher candidate seeks information from a variety of sources to analyze student needs and to plan and implement appropriate experiences, interacts with students and peers in ways that consider individual differences and life experiences, and provides appropriate experiences for all students or peers.

The teacher candidate performs in ways that reflect concern and equitable effort on behalf of all. The teacher candidate seeks information from a variety of sources to analyze student needs and to plan and implement appropriate experiences, interacts with students and peers in ways that consider individual differences and life experiences, and provides appropriate experiences for all students and peers. The teacher candidate also works to influence others' provision of services for those beyond those in his/her immediate setting.

INTASC: 1A, 1G, 5S, 7F, 7L, 7Q, 8B, 8P, 9G  
TTS: 1F(3), 2B(3), 2C(3), 3A(3), 4A(3), 4B(2), 5D(2)

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6. The teacher candidate demonstrates initiative and responsibility in making plans, completing tasks, and meeting deadlines.

Not Observed

The teacher candidate frequently misses or is late to meetings, makes errors in records, and/or misses paperwork deadlines, lacks initiative, and shows little interest in learning or improving skills.

The teacher candidate fulfills all responsibilities, is reliable with paperwork, duties, and assignments, and demonstrates initiative suitable to the context.

The teacher candidate consistently fulfills all responsibilities to the highest standards, can model this behavior for others, and demonstrates a high level of initiative suitable to the context.

INTASC: 6R, 7B, 7D, 7E, 7F, 7L, 7P, 10R  
TTS: 2A(3), 5C(1), 5D(2)

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7. The teacher candidate accepts and acts upon constructive criticism.

Not Observed

The teacher candidate wants exceptions to be made for him/her, or tries to get around established rules of behavior and thinks rules are for others and/or blames others for mistakes or errors. The teacher candidate does not provide any substantive suggestions for positive self-improvement, fails to see the need for positive change, and rejects suggestions from others directly or by failing to act.

The teacher candidate consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and applies them to future performances. The teacher candidate is open-minded and positive when receiving feedback from others and demonstrates the ability to act on suggestions.

The teacher candidate consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances. The teacher candidate also actively seeks further information and perspectives from others to evaluate own performance and demonstrates in-depth analysis and synthesis of viewpoints.

INTASC: 10T  
TTS: 6A(1), 6A(2)

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8. The teacher candidate actively seeks out professional growth opportunities.

Not Observed

The teacher candidate does not use feedback from others to inform professional growth and does not actively participate in professional learning opportunities.

The teacher candidate accesses a variety of current research-based resources, feedback from others, and professional learning opportunities and applies the

The teacher candidate seeks out and accesses relevant current research-based resources, feedback from others, and designs and implements professional

INTASC: 9A, 9B, 9K  
TTS: 6A(3), 6B(1), 6B(2)

-	newfound knowledge and skills gained from professional learning to his or her practice.	learning opportunities to support his or her professional growth. The teacher candidate consistently applies knowledge and skills gained from professional learning to his or her practice.	Not Observed	The teacher candidate participates in few, if any, activities to improve knowledge, practice, and/or applies little new learning to practice.	The teacher candidate demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students. The teacher candidate participates only in required activities to gain expertise in teaching.	The teacher candidate consistently seeks new learning opportunities that improve technological practice and is up-to-date on emerging technology and ways to incorporate technology into lessons plans and instructional strategies.
9. The teacher candidate seeks out, develops, and continually refines his/her expertise in teaching.	Not Observed	The teacher candidate participates in few, if any, activities to improve knowledge, practice, and/or applies little new learning to practice.	The teacher candidate demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students. The teacher candidate participates only in required activities to gain expertise in teaching.	The teacher candidate consistently seeks new learning opportunities that improve technological practice and is up-to-date on emerging technology and ways to incorporate technology into lessons plans and instructional strategies.		
INTASC: TTS: -						
10. The teacher candidate maintains high expectations for self and all others.	Not Observed	The teacher candidate demonstrates little or no responsibility by indicating low expectations of learning for some students or peers, and/or does little to adjust instruction or teaching practices in ways that would benefit students' learning or their own.	The teacher candidate demonstrates responsibility by setting high expectations for their learning and student learning, uses data to adjust instruction or teaching practices to meet students' needs and their own needs.	The teacher candidate demonstrates responsibility by setting high expectations for student learning and their own learning and by following through using continuous cycles of data analysis to tailor instruction and teaching practices.		
INTASC: 100 TTS: 1E(1), 2B(1), 4C(2), 4D(1) -						
11. The teacher candidate complies with educational laws and policies.	Not Observed	The teacher candidate demonstrates a lack of knowledge of ethical, legal and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator. The teacher candidate displays a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, or imposition of personal religious or political views upon others.	The teacher candidate frequently demonstrates knowledge of ethical, legal and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator. The teacher candidate displays a pattern of professional behavior such as promptness, task completion, maintaining confidentiality, and appropriate separation of personal and professional domains.	The teacher candidate consistently demonstrates knowledge of ethical, legal and professional standards; current local (university), state and federal educational laws; and other factors related to professional identity and effective practice as an educator and models these behaviors to others. The teacher candidate also seeks or leads opportunities to select or create appropriate new forums to advocate for students or the teaching profession.		
INTASC: 9J, 9O TTS: 6D(1) -						
12. The teacher candidate demonstrates ethical and scholastic integrity.	Not Observed	The teacher candidate lacks the understanding of the importance of ethical behavior as outlined by the UNT Student Code of Conduct and the Texas Educator Code of Ethics. The teacher candidate also exhibits an insufficient commitment to academic integrity by lacking documentation of original sources and not fulfilling assignment guidelines.	The teacher candidate understands the importance of ethical behavior as outlined by the UNT Student Code of Conduct and the Texas Educator Code of Ethics. The teacher candidate demonstrates sufficient commitment to academic integrity by attempting to use appropriately documented original sources and illustrating	The teacher candidate consistently demonstrates an understanding of the importance of ethical behavior as outlined by the UNT Student Code of Conduct and the Texas Educator Code of Ethics and models these behaviors for others. The teacher candidate is committed to academic integrity as evidenced by appropriately documenting		
INTASC: 5K, 6V, 9F, 9O TTS:6D(1) -						

an acceptable level of fulfillment of assignment guidelines as specified by the instructor.

original sources and illustrating complete fulfillment of assignment guidelines.