Candidate Disposition Assessment (CDA)

Candidate exhibits the following <u>dispositions</u> in order to implement the standards:	L1 = DOES NOT MEET	L2 = APPROACHES	L3 = MEETS	L4 = EXCEEDS
1. **Demonstrates leadership.** (PSC-IT 2.1, PSC-IT 8.1, PSCSL-2018.1.1.f)	Does not demonstrate initiative, self-motivation, or ability to inspire others requisite of a technology leader.	Demonstrates initiative, self-motivation, or ability to inspire others on a limited basis.	Demonstrates initiative, self-motivation and the ability to inspire others requisite of a technology leader.	Demonstrates attributes requisite of a technology leader by modeling and promoting strategies for developing initiative, self-motivation, and ability to inspire others.
2. **Exhibits professional demeanor.** (PSC-IT 3.1, PSCSL-2018.1.1.f)	Does not demonstrate responsibility, flexibility, composure, or fairness requisite of a professional demeanor.	Responsibility, flexibility, composure, and fairness are exhibited on a limited basis and are not innate to the candidate's professional demeanor.	Professional demeanor is inherent and exhibited by the candidate's responsibility, flexibility, composure, and fairness.	Models a professional demeanor and promotes strategies for developing responsibility, flexibility, composure, and fairness in others.
3. **Values collaboration and takes into consideration the input of learners, colleagues, families and the larger community.** (PSC-IT 4.1, PSC-IT 4.2, PSC-IT 4.3, PSCSL-2018.1.1.d, PSCSL-2018.1.1.f, EPP-DISP 3)	Does not seek opportunities to collaborate with others, nor appears to participate willingly with others that seek to collaborate with the candidate.	Seeks out opportunities for collaboration on a limited basis but is a willing participant when invited to collaborate with others.	Actively seeks out opportunities for collaboration and contributes ideas, asks questions, and thoughtfully considers the input of others during discussions and/or meetings.	Values collaboration by modeling and promoting effective strategies for contributing ideas, asking questions, and taking into consideration the input of learners, colleagues, families, and the larger community.
4. **Seeks to foster respectful communication among all members of the learning community.** (PSC-IT 4.4, PSC-IT 7.3, PSCSL-2018.1.1.f, EPP-DISP 2)	Does not communicate in a respectful manner with all members of the learning community.	Communicates in a respectful manner with supervisors and on a limited basis with colleagues and students.	Engages in respectful and positive communications with supervisors, colleagues, and students.	Engages, models, and seeks to foster respectful communication among all members of the learning community resulting in positive relationships with supervisors, colleagues, and students.
5. **Continuously learns, reflects, and responds positively to feedback.** (PSC-IT 1.1, PSC-IT 1.2, PSC-IT 1.3, PSC-IT 8.4	Does not reflect on professional practice or seek opportunities for professional growth; does not welcome feedback or suggestions.	Reflects on professional practice and accepts feedback and suggestions for professional growth.	Reflects on professional practices, actively seeks opportunities for professional growth, and willingly incorporates	Models and promotes strategies for reflecting on professional practices, seeking opportunities for professional growth and adjusting practices by incorporating

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PSCSL-2018.1.1.f, EPP-DISP 4)			feedback and suggestions into practices.	feedback and suggestions of others.
6. **Demonstrates ethical behavior.** (PSC-IT 2.2, PSC-IT 3.3, PSCSL-2018.1.1.f, EPP-DISP 5)	Displays unethical behavior and/or does not follow policies for safe, healthy, private, legal, and ethical uses of digital information and technologies.	Works to implement ethical behavior and to follow policies for safe, healthy, private, legal, and ethical uses of digital information and technologies.	Exhibits ethical behavior and consistently follows policies for safe, healthy, private, legal, and ethical uses of digital information and technologies.	Models ethical behavior and integrity for others by promoting policies for safe, healthy, private, legal, and ethical uses of digital information and technologies.
7. **Believes all students can learn.** (PSC-IT 6.1, PSCSL-2018.1.1.f, EPP-DISP 1)	Does not believe all students can learn.	Works to communicate high expectations for all learners.	Communicates high expectations for all learners.	Models and promotes high expectations for all learners.
8. **Believes technology can support exceptional and diverse learners.** (PSC-IT 5.1, PSC-IT 5.2, PSCSL-2018.1.1.f)	Lacks vision for how technology can be used to improve curriculum, instruction, and assessment for supporting exceptional and diverse learners.	Develops a vision for how technology can be used to improve curriculum, instruction, and assessment for supporting exceptional and diverse learners.	Explains personal vision for how technology can be used to improve curriculum, instruction, and assessment for supporting exceptional and diverse learners.	Models and promotes strategies for using technology to improve curriculum, instruction, and assessment for supporting exceptional and diverse learners.
9. **Embraces the change process.** (PSC-IT 2.3, PSC-IT 5.3 PSCSL-2018.1.1.f, EPP-DISP 4)	Demonstrates resistance to innovation and change.	Embraces innovation and make changes when necessary.	Advocates for innovation, change, and the adoption of new and innovative technologies.	Leads innovation and change initiatives; models flexibility and a positive attitude.
10. **Fosters a caring and supportive learning environment for faculty and student learning.** (PSC-IT 6.1, PSC-IT 6.3, PSC-IT 6.4, PSCSL-2018.1.1.f)	Lacks patience during instruction and does not develop relationships with learners.	Works to maintain patience during instruction and fosters an environment to support risk taking. Does not develop relationships with learners or relationships may be superficial.	Exhibits patience during instruction and fosters an environment that supports risk taking. Develops relationships with learners that support learning.	Models and promotes strategies for maintaining patience throughout instruction, developing supportive relationships with learners, and fostering learning environments where learners are comfortable taking risks.
11. **Facilitates fair and equitable access to digital tools and resources.** (PSC-IT 2.2, PSC-IT 3.3, PSCSL-2018.1.1.f)	Does not consider digital citizenship and responsibility and fails to recognize student rights regarding fair and equitable access.	Complies with requirements for digital citizenship and responsibility and works to facilitate fair and equitable access for all learners.	Demonstrates and facilitates digital citizenship and responsibility. Recognizes various perspectives and fosters the right of all students for fair and equitable access to digital tools, resources, and technology-integrated learning experiences.	Models and promotes strategies for facilitating digital citizenship and responsibility, and understanding of various perspectives while fostering the right of all students for fair and equitable access to digital tools. Models and promotes strategies for using technology to differentiate instruction.

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