Teacher Candidate Disposition Assessment (TCDA)

by Janet Bavonese

Teacher Candidate Assessment Disposition (TCDA)

InTASC

INTASC-2012.1 Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

INTASC-2012.10 Collaboration: The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

INTASC-2012.2 Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

INTASC-2012.3 Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

INTASC-2012.4 Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

INTASC-2012.5 Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

INTASC-2012.6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.

INTASC-2012.7 Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

INTASC-2012.8

Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

INTASC-2012.9 Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

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	Exemplary (4.000 pts)	Proficient (3.000 pts)	Emerging (2.000 pts)	Unacceptable (1.000 pt)	Not Applicable (0.000 pt)
Communication (1.000, 8.3%) INTASC-2012.10		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 profanity, or other disrespectful, demeaning communication; inappropriate use of social media.	
Punctuality (1.000, 8.3%) INTASC-2012.9		The TC exhibits punctuality in all 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.	
Professional Boundaries (1.000, 8.3%) INTASC-2012.9		The TC establishes and maintains appropriate personal and		The TC exhibits defensiveness or denial when given feedback; displays inability	

		professional boundaries with students and colleagues.		to self-reflect; shows repetitive dysfunction.	
Openness to Improvement (1.000, 8.3%) INTASC-2012.9		The TC accepts constructive feedback and responds appropriately, engaging in self-reflection and evidencing growth from such experiences.		The TC exhibits defensiveness or denial when given feedback; displays inability to self-reflect; shows repetitive dysfunction.	
Self-Regulation (1.000, 8.3%) INTASC-2012.9		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 is unable to persevere independently and gives up easily; reflects callousness or insensitivity to feelings of others; displays inappropriate emotion in times of crisis.	
Personal Appearance and Hygiene (1.000, 8.3%) INTASC-2012.9		The TC exhibits professional self-awareness and respect for others, resulting in excellent hygiene and personal dress and appearance that meet the expectations of the profession and the institution.		The TC displays an unkempt appearance or inattentive hygiene.	
Leadership and Collaboration (1.000, 8.3%) INTASC-2012.10	The TC brings innovation to the learning experience and supports colleagues in their use. The TC collaborates	The TC initiates collegial collaboration and welcomes feedback leading to change that will enhance	The TC willingly cooperates with colleagues and families to enhance student learning.	The TC seeks to operate independently.	

	with students, families, and other stakeholders to meet challenging goals. The TC is involved with the profession, and is constantly pursuing continuous improvement.	student learning. The TC initiates collaboration with families to enhance student learning.			
Effective Facilitation (1.000, 8.3%) INTASC-2012.1 INTASC-2012.7 INTASC-2012.8	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.	
Diverse Learners and Environments (1.000, 8.3%) INTASC-2012.2 INTASC-2012.3	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.	
Ethics and Professional Responsibility (1.000, 8.3%) INTASC-2012.9	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	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.	

	reflective self-improvement.				
Reflective Mastery of Content (1.000, 8.3%) INTASC-2012.4 INTASC-2012.5	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.	
Assessment and Reflection (1.000, 8.3%) INTASC-2012.6	The TC values genuine assessment, involving students in self-assessment, using assessment data to inform future instruction, and 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.	

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