



PRAIRIE VIEW
A&M UNIVERSITY

Principal Dispositions

1. Date



2. Evaluator Information

First Name

Last Name

3. Check all that applies to you

PVAMU Faculty Principal University Supervisor Educator Candidate

4. Educator Candidate Information

First Name

Last Name

Program

5. Course Information

Course Name

Course Section

Course Number

Name of Professor of record

First Name

Last Name

6. Semester

[Select an answer]

7. Program

School Principal (Certification)

Non-Certification

8. Directions: For each of the twelve (12) dispositions for educator candidates, rate yourself using the scale to the right. The behavioral indicators below each disposition are included to assist you in determining the different behaviors expected of an aspiring principal.

For example, if you have progressed in most or all of the behaviors, the rating would be high. If you have progressed in few or none of the expected behaviors, the rating would be low.

1 = Unacceptable | 2 = Acceptable | 3 = Target | NA = Not Applicable

Disposition 1: Uses self reflection on previous experiences to refine personal and professional practices

- Practices meaningful reflective self-assessment
- Applies reflective thinking to improve student learning
- Seeks feedback from colleagues and supervisors for improvement of professional skills
- Responds proactively to assessments by supervisors to address areas of concern

Disposition 2: Understands student learning is the goal and the principal's role is to maximize growth, development, and learning opportunities for each student

- Has high expectations for all learners
- Treats candidates with dignity and respect at all times
- Arrives prepared and on time
- Actively participates in and contributes to a creative and positive work environment

Disposition 3: Understands and demonstrates the use of instructional strategies including, motivational techniques to successfully and actively engage students, teachers and staff in the learning process

- Is a thoughtful and responsive listener
- Serves as an instructional leader of the building staff.
- Manages personnel effectively through appropriate delegation, planning and evaluation.

Disposition 4: Acknowledges the varied characteristics of all learner and the need for instructional materials, which are developmentally appropriate

- Exhibits a caring attitude toward candidates and others
- Is open to consideration of alternative ideas
- Adapts teaching to accommodate the needs of exceptional learners
- Treats others with diverse values, languages, cultures, and traditions with respect.

Disposition 5: Possesses a strong academic knowledge base in the subject area, across disciplines, and in life applications.

- Creates connections to subject matter that are meaningful to content
- Collaborates with others in implementing a common curriculum
- Initiates research when content and pedagogical knowledge is insufficient
- Work indicates engagement in course content and process

Disposition 6: Understands the use of on-going assessments to identify P-12 students' strengths and challenges

- Is familiar with, and uses different kinds of assessments
- Applies assessments before, during, and after the instructional process to evaluate learning progress
- Knows how to prepare and use authentic assessments to measure performance-based learning tasks
- Understands norm-referenced testing and its application to instruction
- Uses evaluation and assessment to guide instruction
- Creates and uses scoring guides/rubrics to guide assessments

Disposition 7: Understands and demonstrates appropriate use of technology as part of the learning process

- Provides different and alternate approaches to learning
- Stays abreast of educational technology innovations
- Uses technology to communicate effectively with students, parents, and peers

Disposition 8: Is persistent in seeking different and varied methodologies, strategies, and technologies to address the needs of diverse learners through culturally relevant and sensitive curricula and principal pedagogies

- Demonstrates equitable treatment and respect for all individuals
- Adjusts and revises plans to meet student needs
- Demonstrates a commitment to equity in learning

Disposition 9: Understands the role and importance of parents, staff, community members and other professionals in the learning process for students

- Respects the opinions and contribution of others
- Participates in group assignments, projects, or activities
- Designs and uses instructional collaborative activities and assignments.
- Fosters a positive school climate by assessing, planning, and communicating with the school community while demonstrating understanding of, and respect and appreciation for cultural diversity

Disposition 10: Demonstrates ethical behavior in personal and professional relationships

- Complies with all legal requirements of the education profession
- Demonstrates academic and professional integrity
- Uses professional language to address students, peers and instructors
- Respects the ethical and moral values of the school and community
- Abides by the strictest standards of confidentiality with student records, parent communication, and collegial personal information

Disposition 11: Seeks research and profession information to improve his/her educational practices

- Is committed to study and self-discipline to gain knowledge
- Seeks the most current thought and modes of practice in the field of education
- Maintains an open mind to new ideas
- Demonstrates a willingness to learn

Disposition 12: Acts in a manner that shows a belief that that all children can learn, and demonstrates dedication, enthusiasm and respect for the principal profession

- Believes that all children can learn
- Embraces positive attitudes and a commitment to quality education
- Builds working relationships with others in the profession
- Participates in professional organizations
- Approaches professional tasks energetically
- Develops positive skills of leadership