**ASSESSMENT OF PROGRAM DESIGN USING THE DISPOSITIONS OF PRACTICE**

**CHECKLIST**

**Commitment to Understanding**
(Pursing questions and developing ideas related to teaching and learning, accessing multiple perspectives, and using research and evidence)

*Program's learning opportunities and assessment moments:*

☐   help participants pursue questions that increase learning and/or support the exploration of participants' and others' assumptions

☐   raise questions to deepen participants' understanding of a topic or to lead to new questions

  ☐   assist participants in articulating their own perspective and beliefs while encouraging flexibility and open-mindedness

  ☐   use student work to help participants ascertain and/or discuss student needs and to generate ideas for strategies to meet those needs

  ☐   provide opportunities for participants to actively explore each others' perspectives

  ☐   help participants refer to and examine research and theories about teaching and learning to broaden their own perspective

  ☐   provide access to information that is current, anchored and incorporates multiple perspectives and research

  ☐   assist participants in creating work that integrates personal experiences, new learning and understanding, and evidence from data and research

**Intellectual Perseverance**
(Considering ideas or questions for a period of time to improve our work; revising and revisiting our work and our thinking to improve it and to reach high standards; and withholding the need to finish work before it's the best that it can be)

*Program's learning opportunities and assessment moments:*

  ☐   provide time and opportunities for participants to revisit their assumptions and thinking and to consider improvements to own work

  ☐   engage participants in discussions and/or debates that stretch or challenge current beliefs or practices

  ☐   encourage participants to think about and frame their work in the context of filling a need or accomplishing a goal shared by others

  ☐   assist participants in the identification of quality standards for their assessment of their own work

  ☐   provide formal and informal opportunities for participants to give and receive feedback on their thinking and work

  ☐   enable participants to revise and improve their own thinking and work