**Field/Practicum Experience: Teacher Candidate Dispositions Checklist**

**\_\_\_Elementary Education \_\_Early Childhood Education**

**Alternative Licensure: \_\_\_Elementary \_\_\_Secondary \_\_\_Special Education**

**Student-Self Evaluation & College Faculty**

These attributes and characteristics are grounded in Northern New Mexico’s Department of Teacher Education Conceptual Framework, which strives to help teacher candidates develop the disposition of fairness and equity, a belief that all students can learn, and ethical behavior.

EDUC 1190- Student self-evaluation only

ECED 2121/ ECED 2131- Student self-evaluation only

EDUC 3310/ EDUC 3322- Student self-evaluation & college supervisor

ECED 4478- Student self-evaluation & college supervisor

\**Modified from the University of Tampa: Dispositions assessment in teacher education: developing an assessment instrument for the college classroom and the field.*

|  |  |
| --- | --- |
| Student Name: | Course: |
| Date:  | Semester: | Year: |
| Person completing form: | Name: | Position: |

|  |  |
| --- | --- |
| **Demonstrates professionalism** | **Demonstrates a positive and enthusiastic attitude** |
| * Responds to supervisor/mentor teacher emails promptly
* Exhibits punctuality including open houses, faculty meetings, etc.
* Maintains professionalism as per the New Mexico Code of Ethics
* Prompt in meeting classroom requirements ie: lesson planning, returning papers, providing feedback, etc.
* Promote confidentiality and student anonymity
* Appears in a professional manner in compliance to school dress code

 **1 2 3 4** | * Goes above and beyond classroom requirements
* Seeks solutions to problems and/or concerns
* Encourages students
* Exhibits high expectations for all students
* Models desired behaviors
* Demonstrates a positive classroom climate and promotes positive cultural sensitivity

  **1 2 3 4** |
| **Demonstrates effective oral communication skills** | **Demonstrates effective written communication skills** |
| * Can use language confidently to express ideas
* Varies oral communication to engage students
* Projects voice in a clear and effective tone
* Models appropriate language
* Communicates at an age-appropriate level
* Facilitates communication among all students
* Respect, promote, and incorporate students’ first language within the classroom setting

 **1 2 3 4** | * Communicates with parent(s)/guardian(s), mentors, and peers respectfully
* Demonstrates good writing strategies to include correct spelling and grammar
* Effectively communicates ideas in written form
* Demonstrates professionalism when communicating via emails
* Demonstrates sensitivity to students’ needs

  **1 2 3 4** |
| **Exhibits an appreciation and value for diversity** | **Is prepared to teach and learn** |
| * Approaches diversity with a positive attitude
* Embraces all diversities/differences to include racial, SES, and learning styles
* Does not use stereotypes and avoids biases and prejudices
* Promotes a positive classroom climate

 **1 2 3 4** | * Accepts constructive criticism and cognitive coaching from mentor and supervisor
* Demonstrates knowledge of state standards and common core standards
* Reflects on instruction and data

 **1 2 3 4** |
| **Collaborates effectively with peers and professors** | **Is a reflective practitioner** |
| * Collaborates well with others
* Engages in friendly dialogue
* Demonstrates a positive reaction to group work
* Understands hierarchy between faculty and students
* Coordinates regularly with peers, mentor, teachers, and supervisor
* Willingness to share successful teaching strategies
* Helps facilitate and improve effective communication during classroom interactions

**1 2 3 4** | * Takes initiative to find solutions and solve problems
* Takes accountability for actions
* Helps facilitate less motivated or struggling students
* Goes above and beyond minimum requirements
* Works and handles responsibilities independently; improvises when needed
* Researches different and most effective teaching styles
* Identifies areas for growth
* Solicits feedback and makes improvements

  **1 2 3 4** |
| **Exhibits the emotional intelligence to promote goals and educational stability** | **Exhibits respect for supervisors, mentors, parent(s)/guardian(s), administrators, and students** |
| * Demonstrates appropriate self-regulation when discussing sensitive issues
* Does not bring personal problems to class
* Does not overact to criticism
* Sensitive to the feelings of others
* Manages high-demand tasks well
* Manages multiple tasks well
* Does not always appear too busy or stressed
* Accepts constructive criticism from supervisor, mentor, and peers

  **1 2 3 4** | * Refrains from derogatory verbiage and remains professional at all times
* Uses diplomacy
* Addresses people appropriately
* Listens to supervisors, mentors, parent(s)/guardian(s), administrators, and students
* Keeps meeting appointments
* Does not use electronic devices of any type in/during class
* Maintains a respectful tone at all times

**1 2 3 4** |

Teacher Candidate Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

College Supervisor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scale: (Maximum = 40; Minimum = 10) \*28 or below=Candidate Growth Plan; \*29=Remediation Conference with Faculty**

|  |  |
| --- | --- |
| **4-point** **scale** | **Description** |
| 4 | Exemplary |
| 3 | Acceptable |
| 2 | Needs remediation conference with faculty |
| 1 | Unacceptable; further action may be takeninclusive of a *Candidate Growth Plan* |

|  |  |  |
| --- | --- | --- |
| **Disposition** | **Points (1-4)** | **Areas needing CGP** |
| Demonstrates professionalism |  |  |
| Demonstrates a positive and enthusiastic attitude |  |  |
| Demonstrates effective oral communication skills |  |  |
| Demonstrates effective written communication skills |  |  |
| Exhibits an appreciation and value for diversity |  |  |
| Is prepared to learn |  |  |
| Collaborate effectively with peers and professors |  |  |
| Is a reflective practitioner |  |  |
| Exhibits the emotional intelligence to promote goals |  |  |
| Exhibits respect for peers and professors |  |  |
| **TOTAL POINTS** |  |  |

*\*If 1 or more areas are issued a scale rating of 1, a Candidate Growth Plan must be developed.*

*\*If 2 or more areas are issued a scale rating of 2, a Candidate Growth Plan must be developed.*