**Student Teaching Experience: Teacher Candidate Dispositions Checklist BA, ALP**

**Student, School Mentor, 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. This form must be completed by each of the following individuals: the student teaching candidate, the school mentor and the college faculty.

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

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| --- | --- | --- | --- |
| 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. * Exhibits regular attendance 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 * Has high expectations for all students * Models desired behaviors * Willing to implement new instructional strategies * Openly and actively engaged with students * 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 * Articulate   **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 when writing on the board (i.e. ESL, SPED, IEPs, Accommodations, etc.) * Distinguishes the need for formal and informal writing styles * Aware of the parent(s)/guardian(s) in regard to first language when communicating in written form (ex: newsletters, permission slips, etc.)   **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 * Creates a “safe classroom” where all cultures are accepted * Differentiates instruction based on learners’ needs * Implements lessons that target diversity acceptance and awareness * Knows students’ learning styles and backgrounds and plans activities accordingly * Promotes a positive classroom climate   **1 2 3 4** | * Accepts constructive criticism and cognitive coaching from mentor and supervisor * Modifies instruction accordingly after constructive criticism * Draws from a variety of resources and instructional strategies * Demonstrates knowledge of state standards and common core standards * Reflects on instruction and data * Arrives to class planned and prepared * Seeks new knowledge * Works independently or collaboratively (co-teaching) as required   **1 2 3 4** |
| **Collaborates effectively with peers and professors** | **Is a reflective practitioner** |
| * Seeks parent/guardian participation * 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 * Uses data to improve instruction and/or to modify lesson “in progress” when needed * 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 * Does not exhibit a sense of entitlement   **1 2 3 4** |

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

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| --- | --- |
| **Disposition** | **Points (1-4)** |
| 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** |  |