**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.*

|  |  |
| --- | --- |
| 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** |

|  |  |
| --- | --- |
| **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)** |
| 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** |  |