



Field Placement - Teacher Candidate Dispositions Checklist*
PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE
 (Minimum Required 2) Field Lab Experience and Practicums: Mentor and Student
 Student Teaching and Field Lab Experience: Mentor, College Supervisor, and Student

Student: _____ Course: _____
 Date: _____ Semester: _____ Year: _____

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

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

<p>Demonstrates Professionalism</p> <ul style="list-style-type: none"> <input type="checkbox"/> Responds to supervisor/mentor teacher emails promptly <input type="checkbox"/> Exhibits punctuality including open houses, faculty meetings, etc... <input type="checkbox"/> Exhibits regular attendance including open houses, faculty meetings, etc... <input type="checkbox"/> Maintains professionalism as per the New Mexico Code of Ethics <input type="checkbox"/> Prompt in meeting classroom requirements ie: lesson planning, returning papers, providing feedback, etc... <input type="checkbox"/> Promote confidentiality and student anonymity <input type="checkbox"/> Appears in a professional manner in compliance to school dress code <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>	<p>Demonstrates a positive and enthusiastic attitude</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goes above and beyond classroom requirements <input type="checkbox"/> Seeks solutions to problems and/or concerns <input type="checkbox"/> Encourages students <input type="checkbox"/> Has high expectations for all students <input type="checkbox"/> Models desired behaviors <input type="checkbox"/> Willing to implement new instructional strategies <input type="checkbox"/> Openly and actively engaged with students <input type="checkbox"/> Demonstrates a positive classroom climate and promotes positive cultural sensitivity <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>
<p>Demonstrates effective oral communication skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can use language confidently to express ideas <input type="checkbox"/> Varies oral communication to engage students <input type="checkbox"/> Projects voice in a clear and effective tone <input type="checkbox"/> Models appropriate language <input type="checkbox"/> Communicates at an age-appropriate level <input type="checkbox"/> Facilitates communication among all students <input type="checkbox"/> Respect, promote, and incorporate students’ first language within the classroom setting <input type="checkbox"/> Articulate <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>	<p>Demonstrates effective written communication skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates with parent(s)/guardian(s), mentors, and peers respectfully <input type="checkbox"/> Demonstrates good writing strategies to include correct spelling and grammar <input type="checkbox"/> Effectively communicates ideas in written form <input type="checkbox"/> Demonstrates professionalism when communicating via emails <input type="checkbox"/> Demonstrates sensitivity to students needs when writing on the board (i.e. ESL, SPED, IEPs, Accommodations, etc...) <input type="checkbox"/> Distinguishes the need for formal and informal writing styles <input type="checkbox"/> Aware of the parent(s)/guardian(s) in regard to first language when communicating in written form (ex: newsletters, permission slips, etc...) <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>
<p>Exhibits an appreciation and value for diversity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Approaches diversity with a positive attitude <input type="checkbox"/> Embraces all diversities/differences to include racial, SES, and learning styles <input type="checkbox"/> Does not use stereotypes and avoids biases and prejudices <input type="checkbox"/> Creates a “safe classroom” where all cultures are accepted <input type="checkbox"/> Differentiates instruction based on learners’ needs <input type="checkbox"/> Implements lessons that target diversity acceptance and awareness <input type="checkbox"/> Knows students’ learning styles and backgrounds and plans activities accordingly <input type="checkbox"/> Promotes a positive classroom climate <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>	<p>Is prepared to teach and learn</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accepts constructive criticism and cognitive coaching from mentor and supervisor <input type="checkbox"/> Modifies instruction accordingly after constructive criticism <input type="checkbox"/> Draws from a variety of resources and instructional strategies <input type="checkbox"/> Demonstrates knowledge of state standards and common core standards <input type="checkbox"/> Reflects on instruction and data <input type="checkbox"/> Arrives to class planned and prepared <input type="checkbox"/> Seeks new knowledge <input type="checkbox"/> Works independently or collaboratively (co-teaching) as required <div style="text-align: center; border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>



<p>Collaborates effectively with peers and professors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks parent/guardian participation <input type="checkbox"/> Collaborates well with others <input type="checkbox"/> Engages in friendly dialogue <input type="checkbox"/> Demonstrates a positive reaction to group work <input type="checkbox"/> Understand hierarchy between faculty and students <input type="checkbox"/> Coordinates regularly with peers, mentor, teachers, and supervisor <input type="checkbox"/> Willingness to share successful teaching strategies <input type="checkbox"/> Helps facilitate and improve effective communication during classroom interactions <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>	<p>Is a reflective practitioner</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes initiative to find solutions and solve problems <input type="checkbox"/> Uses data to improve instruction and/or to modify lesson “in progress” when needed <input type="checkbox"/> Takes accountability for actions <input type="checkbox"/> Helps facilitate less motivated or struggling students <input type="checkbox"/> Goes above and beyond minimum requirements <input type="checkbox"/> Works and handles responsibilities independently; improvises when needed <input type="checkbox"/> Researches different and most effective teaching styles <input type="checkbox"/> Identifies areas for growth <input type="checkbox"/> Solicits feedback and makes improvements <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>
<p>Exhibits the emotional intelligence to promote goals and educational stability</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate self-regulation when discussing sensitive issues <input type="checkbox"/> Does not bring personal problems to class <input type="checkbox"/> Does not overreact to criticism <input type="checkbox"/> Sensitive to the feelings of others <input type="checkbox"/> Manages high-demand tasks well <input type="checkbox"/> Manages multiple tasks well <input type="checkbox"/> Does not always appear too busy or stressed <input type="checkbox"/> Accepts constructive criticism from supervisor, mentor, and peers <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>	<p>Exhibits respect for supervisors, mentors, parent(s)/guardian(s), administrators, and students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refrains from derogatory verbiage and remains professional at all times <input type="checkbox"/> Uses diplomacy <input type="checkbox"/> Addresses people appropriately <input type="checkbox"/> Listens to supervisors, mentors, parent(s)/guardian(s), administrators, and students <input type="checkbox"/> Keeps meeting appointments <input type="checkbox"/> Does not use electronic devices of any type in/during class <input type="checkbox"/> Maintains a respectful tone at all times <input type="checkbox"/> Does not exhibit a sense of entitlement <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>

Signatures

Teacher Candidate _____ Date _____

College Supervisor _____ Date _____

Scale: (Maximum = 40 Minimum = 10)

4-point scale	Description	Total Points each section
4	Exemplary	8
3	Acceptable	6-7
2	Needs remediation conference with faculty	4-5
1	Unacceptable. Further action may be taken, which may include a <i>Candidate Growth Plan</i>	0-3

- ✓ 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.

Disposition:	Points (1-4)	✓ Area(s) needing <i>CGP</i>
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		

* 28 or below = *Candidate Growth Plan*
 * 29 = Remediation conference with Faculty

Total: _____



CLASSROOM SETTING DISPOSITIONS CHECKLIST*
PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE

*See Required Courses to determine if Classroom Disposition Checklist is required for each student; if not required, the Disposition Checklist is completed at the discretion of the faculty on an as-needed basis (footer).

Student: _____ Course: _____
 Date: _____ Semester: _____ Year: _____

Directions: Throughout the educational experience at NNMC, the teacher candidate should demonstrate growth. Please check dispositions that apply and rate the teacher candidate on each aspect of the disposition based on the following scale by circling the appropriate number in the cell:

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<p>Demonstrates Professionalism</p> <ul style="list-style-type: none"> <input type="checkbox"/> Answers questions when asked <input type="checkbox"/> Exhibits regular attendance <input type="checkbox"/> Dresses appropriately <input type="checkbox"/> Prepares for change; welcomes new ideas <input type="checkbox"/> Listens quietly while others are speaking <input type="checkbox"/> Punctual to class <input type="checkbox"/> Portrays others positively <input type="checkbox"/> Prompt in turning in work <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>	<p>Demonstrates a positive and enthusiastic attitude</p> <ul style="list-style-type: none"> <input type="checkbox"/> Embraces hard work <input type="checkbox"/> Demonstrates engagement <input type="checkbox"/> Gets things done in spite of hardships <input type="checkbox"/> Initiates interaction when needed <input type="checkbox"/> Exhibits a desire to succeed <input type="checkbox"/> Keep a positive attitude <input type="checkbox"/> Takes pride in his/her work <input type="checkbox"/> Shows interest in class discussions/issues <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>
<p>Demonstrates effective oral communication skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to speak well in front of class <input type="checkbox"/> Has good use of tone and pitch <input type="checkbox"/> Presents effectively <input type="checkbox"/> Justifies ideas with research/experience <input type="checkbox"/> Refrains from profanity <input type="checkbox"/> Uses a broad vocabulary <input type="checkbox"/> Uses receptive communication/is interactive <input type="checkbox"/> Can co-switch to academic register <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>	<p>Demonstrates effective written communication skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates and defends arguments with reason <input type="checkbox"/> Shares a perspective persuasively <input type="checkbox"/> Formats papers correctly <input type="checkbox"/> Uses correct spelling <input type="checkbox"/> Uses Standard English and grammar <input type="checkbox"/> Begins emails with greeting <input type="checkbox"/> Employs both formal and informal writing styles <input type="checkbox"/> Adheres to syllabus and assignment guidelines <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>
<p>Exhibits an appreciation and value for diversity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Approaches diversity with a positive attitude <input type="checkbox"/> Embraces all differences <input type="checkbox"/> Does not use stereotypes <input type="checkbox"/> Avoid biases and prejudices <input type="checkbox"/> Interacts in a friendly manner with peers <input type="checkbox"/> Seeks to grow through knowledge <input type="checkbox"/> Remains open to differing persons and opinions <input type="checkbox"/> Does not demean others <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>	<p>Is prepared to learn</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asks and answers questions during class that demonstrate authentic interest <input type="checkbox"/> Engages in group discussions <input type="checkbox"/> Listens well <input type="checkbox"/> Arrives to class coherent and focused <input type="checkbox"/> Comes to class with needed materials <input type="checkbox"/> Welcomes new subjects <input type="checkbox"/> Demonstrates readiness and maturity in learning exchange <input type="checkbox"/> Works independently as required <div style="border: 1px solid black; width: 100px; margin: 10px auto; text-align: center;"> 1 2 3 4 </div>



<p>Collaborates effectively with peers and professors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiates respectfully <input type="checkbox"/> Accepts and acts on constructive criticism <input type="checkbox"/> Engages in friendly dialogue <input type="checkbox"/> Demonstrates a positive reaction to group work <input type="checkbox"/> Understand hierarchy between faculty and students <input type="checkbox"/> Actively participates in group work and in group settings <input type="checkbox"/> Shows leadership in group work <input type="checkbox"/> Helps facilitate less motivated or struggling group members <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> 1 2 3 4 </div>	<p>Is a reflective practitioner</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes initiative to find solutions and solve problems <input type="checkbox"/> Asks questions proactively <input type="checkbox"/> Takes accountability for actions <input type="checkbox"/> Helps facilitate less motivated or struggling group members <input type="checkbox"/> Goes above and beyond minimum requirements <input type="checkbox"/> Works and handles responsibilities independently; improvises when needed <input type="checkbox"/> Wants to take the time to understand concepts <input type="checkbox"/> Identifies areas for growth <input type="checkbox"/> Solicits feedback and makes improvements <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> 1 2 3 4 </div>
<p>Exhibits the emotional intelligence to promote goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate self-regulation when discussing sensitive issues <input type="checkbox"/> Does not bring personal problems to class <input type="checkbox"/> Does not overreact to criticism <input type="checkbox"/> Sensitive to the feelings of others <input type="checkbox"/> Manages high-demand tasks well <input type="checkbox"/> Manages multiple tasks well <input type="checkbox"/> Does not always appear too busy or stressed <input type="checkbox"/> Accepts constructive criticism from faculty and peers <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> 1 2 3 4 </div>	<p>Exhibits respect for peers and professors</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refrains from derogatory verbiage <input type="checkbox"/> Uses diplomacy <input type="checkbox"/> Addresses people appropriately <input type="checkbox"/> Discusses disagreements with professor outside of the classroom <input type="checkbox"/> Keeps appointments <input type="checkbox"/> Does not use electronic devices of any type in/during class <input type="checkbox"/> Attempts to know names of peers and professors <input type="checkbox"/> Respectfully disagrees by defending perspective with logic and calm <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> 1 2 3 4 </div>

Signatures

Teacher Candidate _____ Date _____

Faculty _____ Date _____

Scale: (Maximum = 40 Minimum = 10)

4-point scale	Description	Total Points each section
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3	Acceptable	6-7
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Disposition:	Points (1-4)	✓ Area(s) needing CGP
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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		

* 28 or below = *Candidate Growth Plan*

* 29 = Remediation conference with Instructor

Total: