

**Teacher Candidate Dispositions and Professional Expectations:**  **In Field Setting**

Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ Mid-Term ☐ End-of-Term

Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ☐ UMF Supervisor ☐ Mentor Teacher ☐ UMF Student

The Teacher Education Program at the University of Maine Farmington understands and supports the assessment of dispositions throughout the student’s program, both in the classroom and in the field.

**Directions:**

* Rate the candidate holistically on each disposition by circling the corresponding rating based on the following scale:

1. Does Not Meet Expectations

2. Partially Meets Expectations

3. Meets Expectations

* Please read through the list of indicators for each disposition. The listed indicators provide the reviewers examples of expected behaviors for each disposition/expectation but are not intended to be all-inclusive.
* If ratings are at the 1 or 2 level, please provide feedback for the student by **underlining, circling, or highlighting any indicators that need to be addressed**.
* **If ratings are at the 1 level**, please **provide specific feedback** in the comment box. Attach additional documentation as necessary. Comments are invited for all other levels but are not required.

For Pre-Candidacy, students receiving a faculty rating of 1, or five or more 2s, or an overall rating of “extreme concern” will meet with a support team, which may result in action plan. For Pre-Student Teaching, students receiving a faculty rating of 1, or four or more 2s, or an overall rating of “extreme concern” will meet with a support team, which may result in action plan.  *Faculty may request that a student meet with the support team at any time.*

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| **Dispositions and Associated Indicators** | **Does Not Meet Expectations**  **1** | **Partially Meets Expectations**  **2** | **Meets Expectations**  **3** |
| 1. **Exhibits professionalism** | **1** | **2** | **3** |
| Circle if student needs improvement with:   * Responding to communications promptly * Exhibiting regular punctuality and attendance, including open houses and faculty meetings when appropriate * Coming to class with clear plans and needed materials * Maintaining professional boundaries with students * Keeping personal life at home * Acting as a team player * Completing work promptly * Being organized * Maintaining confidentiality * Knowing what to share and with whom * Modeling digital citizenship & responsible use of social media * Other (please indicate) | **Comments:** | | |
| **2 Demonstrates a constructive attitude** | **1** | **2** | **3** |
| Circle if the student needs improvement with:   * Demonstrating positive interactions * Modeling desired behaviors * Building appropriate relationships * Willingness to try new things * Other (please indicate) | **Comments:** | | |
| **3 Demonstrates effective oral**  **communication skills** | **1** | **2** | **3** |
| Circle if the student needs improvement with:   * Using language confidently to express himself/ herself * Modeling Standard English * Varying oral communication to motivate students * Projecting voice in clear and effective tones * Discussing sensitive issues tactfully * Communicating at an appropriate student level * Facilitating communication among all students * Speaking well spontaneously * Other (please indicate) | **Comments:** | | |
| **4 Demonstrates effective written**  **communication skills** | **1** | **2** | **3** |
| Circle if the student needs improvement with:   * Expressing ideas clearly * Discussing sensitive issues tactfully * Using language appropriate to the situation (e.g., Standard English, refraining from profanity & derogatory language * Positively focusing all written communications * Proofreading all written communications * Other (please indicate) | **Comments:** | | |
| **5 Respects and values diversity** | **1** | **2** | **3** |
| Circle if the student needs improvement with:   * Demonstrating awareness of traditional and non-traditional family contexts, including family status * Creating a “safe-classroom” with zero tolerance of negativity toward other cultures, gender, religion, orientation, or socioeconomic status * Differentiating instruction based on learners’ needs * Incorporating lessons that target acceptance of diversity * Knowing students’ learning styles and backgrounds, and adjusting lessons accordingly * Understanding the importance of a positive school experience * Other (please indicate) | **Comments:** | | |
| **6 Collaborates effectively** | **1** | **2** | **3** |
| Circle if the student needs improvement with:   * Building positive relationships with peers, supervisors, parents, and students * Taking responsibility for his/her choices and actions on others * Working cooperatively with others * Navigating calmly through human emotions * Sharing successful teaching strategies with others * Other (please indicate) | **Comments:** | | |

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| **7 Is a self-directed learner** | **1** | **2** | **3** |
| Circle if the student needs improvement with:   * Taking initiative to find solutions and solve problems independently * Ability to recognize own weaknesses and ask for support * Interpreting and using data to inform instruction * Asking questions proactively * Researching different and most effective teaching styles * Taking responsibility for knowing one’s own strengths and weaknesses * Willingness to take risks * Persevering * Other (please indicate) | **Comments:** | | |
| **8 Reflects on one’s own learning** | **1** | **2** | **3** |
| Circle if the student needs improvement with:   * Reflecting after every lesson * Reviewing student data and modifying lessons and teaching strategies based on that data * Altering lessons in progress when needed * Using evidence to continually evaluate best practice * Adjusting teaching in response to constructive criticism * Reflecting on own experience and making appropriate adjustments * Other (please indicate) | **Comments:** | | |
| **9 Exhibits Respect** | **1** | **2** | **3** |
| Circle if the student needs improvement with:   * Disagreeing in a professional way * Being flexible * Responding to constructive criticism openly and respectfully * Listening attentively to students and parents * Maintaining a respectful tone at all times * Not using profanity * Other (please indicate) | **Comments:** | | |

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| **Given your interaction with the student what level of concern do you have for this student progressing through the program?**  \_\_\_\_\_\_ Extreme Concern \_\_\_\_\_\_ Some Concern \_\_\_\_\_\_ No Concern  **Overall Comments : (Optional)** |

*The dispositions and indicators above were adapted by the University of Maine at Farmington and from the University of Tampa Dispositions Study: http://www.aabri.com/manuscripts/10665.pdf Rev 7/16*