

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 on each disposition holistically by selecting 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 identifying 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 an 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 an action plan. Faculty may request that a student meet with the support team at any time.

Dispositions and Associated Indicators	Does Not Meet Expectations 1	Partially Meets Expectations 2	Meets Expectations 3
1 Exhibits professionalism	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> • Responding to communications promptly • Exhibiting regular punctuality and attendance, including school functions and faculty meetings when appropriate • Coming to class with clear plans and needed materials • Maintaining professional boundaries with students • Maintaining confidentiality 	Comments:		
2 Demonstrates effective oral communication skills	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> • Using language confidently in expressing themselves • Discussing sensitive issues tactfully • Communicating at an appropriate student level 	Comments:		
3 Demonstrates effective written communication skills	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> • Expressing ideas clearly • Discussing sensitive issues tactfully • Utilizing appropriate professional correspondence • Proofreading all written communications 	Comments:		

4 Respects and values diversity	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> • Demonstrating awareness of a variety of family dynamics • Creating a “safe-classroom” with zero tolerance of negativity toward other cultures, gender, religion, orientation, or socioeconomic status • Knowing students’ learning needs and backgrounds, and adjusting lessons accordingly • Understanding the importance of a positive school experience 	Comments:		
5 Collaborates effectively	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> • Building positive relationships with peers, supervisors, parents, and students • Working cooperatively with others • Demonstrating a constructive attitude 	Comments:		
6 Is a self-directed learner	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> • Taking initiative to find solutions and solve problems independently • Recognizing own weaknesses and asking for support • Asking questions proactively • Taking responsibility for knowing one’s own strengths and weaknesses 	Comments:		
7 Reflects on one’s own learning	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> • 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 	Comments:		
8 Exhibits Respect	1	2	3
Check if student needs improvement with: <ul style="list-style-type: none"> • Being flexible • Responding to constructive criticism openly and respectfully • Listening attentively to students and parents • Maintaining a respectful tone at all times within the school setting 	Comments:		

Given your interaction with the student what level of concern do you have for this student progressing through the program?

No Concern
 Some Concern
 Extreme Concern

Overall Comments : (Optional)