**Spadoni College of Education**

***Assessment of Teacher Candidate Professional Dispositions at the Initial Level***

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| **Candidate’s Name:** | **Program Area:** | |
| **School Site:** | | **Grade/Subject:** |
| **Cooperating Teacher:** | | |
| **Rater’s Name (Instructor’s Name [Last, First] and/or Cooperating Teacher’s Name [Last, First]):** | | |
| **Course Number/Name/Section:** | | |

Dispositions (CAH, page 180) are defined by CAEP as: The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p. 6.) Evaluators should rate each candidate on each professional disposition indicator. Scores that approach 1 should be given to students who exhibit less than acceptable habits and practices. Scores approaching 5 are reserved for students displaying positively remarkable behaviors. A score of 3 or "No Evidence to Believe Otherwise" signifies that there have been no observations of behaviors that would suggest a disposition that is not acceptable.

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| --- | --- |
| **1** | Strongly Disagree |
| **2** | Disagree |
| **3** | No evidence to believe otherwise |
| **4** | Agree |
| **5** | Strongly Agree |

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| --- | --- | --- | --- | --- | --- |
| 1=Strongly Disagree 2=Disagree 3=No evidence to believe otherwise 4=Agree 5=Strongly Agree | **1** | **2** | **3** | **4** | **5** |
| 1. The candidate engages with course concepts and materials (e.g., promotes EEDA Core Values, integrates hands-on instruction, cooperative learning) |  |  |  |  |  |
| 1. The candidate strives to establish a supportive climate for working and learning (e.g., believes all students can achieve at high levels, promotes safe environment). |  |  |  |  |  |
| 1. The candidate establishes and maintains non-discriminatory and inclusive practice (e.g., promotes inclusive classroom, facilitates student collaboration, and employs student engagement strategies). |  |  |  |  |  |
| 1. The candidate interrupts or re-directs discriminatory discourses (e.g., proactive against bullying, harassment and intimidation). |  |  |  |  |  |
| 1. The candidate critically analyzes the content knowledge and pedagogy of his/her profession (e.g., communicates the application of content to the real world, requires students to think critically). |  |  |  |  |  |
| 1. The candidate welcomes and uses constructive criticism and feedback to improve his/her content knowledge and pedagogical skills (e.g., employs strategies for personal resiliency and growth). |  |  |  |  |  |
| 1. The candidate consistently comes to school prepared and ready to contribute to the educational experience (e.g., professional demeanor, follows dress code, follows schedule, protocol and procedures including reporting lateness or absences). |  |  |  |  |  |
| 1. The candidate takes the initiative to confidently discuss student abilities with appropriate personnel to strengthen the learning of all students (e.g., maintains confidentiality, adheres to code of ethics, uses good judgement). |  |  |  |  |  |
| 1. The candidate evaluates and reflects on his/her actions and how it affects others. |  |  |  |  |  |
| 1. The candidate properly uses formative and summative assessments to match the learning objectives, minimize bias and address the learning needs of all his/her students (e.g., develops varied assessment that meets the diverse needs of students). |  |  |  |  |  |
| 1. The candidate respects students, peers, families, and school personnel (e.g., respects diversity and individual worth, uses strategies for building positive relationships, and demonstrates collegial behaviors). |  |  |  |  |  |
| 1. The candidate demonstrates a commitment to improve his/her teaching practice (e.g., advocates for the profession, engages in professional development experiences to foster life-long learning). |  |  |  |  |  |
| 1. The candidate engages in tasks with colleagues and school personnel in a respectful and professional manner (e.g., uses professional language). |  |  |  |  |  |
| 1. The candidate designs and delivers instruction to address individual student differences (e.g., integrates instructional technology and digital content). |  |  |  |  |  |
| 1. The candidate communicates clearly to engage students to make connections to prior learning experiences (e.g., takes responsibility for instructional leadership, employs classroom management strategies). |  |  |  |  |  |
| 1. The candidate works to develop students’ discipline-related communication skills for a variety of contexts and audiences (e.g., facilitates student-to-student relationships, promotes team building) |  |  |  |  |  |

**PLEASE NOTE:** You may complete a paper version of this form; however, ***electronic submission is required***. Please submit the results of this form at <https://coastal.qualtrics.com/jfe/form/SV_bg751KKMwxmMH0V>