C₃TEP
Caring Competent Collaborative
Teacher Educator Professional Leader

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.*

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:**		

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:**		

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)

Essential Areas of Teaching

Student Name: _____ **Mentor:** _____ **Date:** _____
    ❏ **Mid Term**   ❏ **Final**

Does Not Meet: The student teacher does not understand the meaning of the component or standard and does not show evidence of performance associated with the component or standard.
Partially Meets: The student teacher appears to understand the meaning of the component or standard and attempts to show evidence of performance associated with the component or standard. Performance is not consistent and/or the student teacher is not regularly successful.
Meets: The student teacher clearly understands the component or standard and shows consistent and effective performance of the component or standard.
Exceeds: the student teacher shows deep understanding of the component or standard and shows consistent and highly effective performance of the component or standard.

Student teacher:	DNM	PM	M	E
Planning:				
Is well planned for each lesson				
Includes all elements of lesson plan				
Addresses modifications for individual needs of students				
Comments:				
Instruction				
Demonstrates enthusiastic approach				
Reviews relevant prerequisites				
Uses motivational introduction				
Shares objective / target with students				
Uses variety of approaches and strategies				
Uses higher order questioning				
Incorporates wait time when questioning				
Demonstrates knowledge of subject matter				
Uses proximity to increase engaged time				
Builds on prior knowledge				
Communicates clearly				
Paces lesson appropriately				
Provides appropriate feedback				
Involves all students in lessons				
Models what is to be learned				
Monitors and reteaches as necessary				
Provides summary / closure for lessons				
Comments:				

Management:				
Has procedures/routines well established				
Keeps students focused and on task				
Positively reinforces appropriate student behavior				
Reinforces classroom behavior expectations				
Redirects/stops inappropriate behavior				
Uses proximity to redirect student attention				
Responds to disruptive behavior consistently and respectfully				
Demonstrates personal regard for each student				
Comments:				

Assessment:				
Allows students to self assess or self monitor				
Makes criteria for assessment clear to students				
Gives meaningful feedback to students				
Uses results of pre-assessment to develop lessons				
Uses results of previous assessment to drive lessons				
Keeps up to date records of student progress				
Checks for understanding throughout the lesson				
Modifies instruction during the lesson based on student progress				
Comments:				

Technology:				
Facilitates and inspires student learning and creativity using technology				
Collaborates and or communicates with students, peers, parents, or community using digital tools				
Demonstrates ethical and legal use of technology				
Integrates students use of available technology into instruction				
Uses technology to engage in professional growth and leadership				
Uses available technology to design and plan instruction				
Uses technology to assess and communicate student growth				
Comments:				

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