

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

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

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ Semester: \_\_\_\_\_  
 UMF Supervisor       Mentor Teacher       UMF Student

The Teacher Education Programs at the University of Maine Farmington understand and support the assessment of dispositions throughout the students' programs, both in the classroom and in the field.

**Directions:**

- Please read through the list of indicators for each disposition. The listed indicators provide the reviewers with an operational definition of each disposition.
- Rate the candidate on each disposition by circling the corresponding rating based on the following scale:
  1. Does Not Meet Standard/Action Plan Needed
  2. Partially Meets Standard
  3. Meets Standard
- 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 or 2 level, please provide specific examples in the comment box; please attach additional documentation as necessary in order to provide specific feedback.**
- The comment box may also be used to provide comments for exceptional performance.

| Dispositions and Associated Indicators  | Does Not Meet Expectations<br>1 | Partially Meets Expectations<br>2 | Meets Expectations<br>3 |
|---|---------------------------------|-----------------------------------|-------------------------|
| <b>1 Exhibits professionalism</b>   | 1                               | 2                                 | 3                       |
| <ul style="list-style-type: none"> <li>• Responds to communications promptly</li> <li>• Exhibits regular punctuality and attendance, including open houses and faculty meetings when appropriate</li> <li>• Comes to class with clear plans and needed materials</li> <li>• Maintains professional boundaries with students</li> <li>• Keeps personal life at home</li> <li>• Acts as a team player</li> <li>• Completes work promptly</li> <li>• Is organized</li> <li>• Maintains confidentiality</li> <li>• Knows what to share and with whom</li> </ul> |                                 |                                   |                         |
| <b>2 Demonstrates a constructive attitude</b>   | 1                               | 2                                 | 3                       |
| <ul style="list-style-type: none"> <li>• Demonstrates positive interactions</li> <li>• Models desired behaviors</li> <li>• Builds appropriate relationships</li> <li>• Is willing to try new things</li> </ul>  |                                 |                                   |                         |

|  |          |          |          |
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| <b>3 Demonstrates effective oral communication skills</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
| <ul style="list-style-type: none"> <li>• Uses language confidently to express him or herself</li> <li>• Models Standard English</li> <li>• Varies oral communication to motivate students</li> <li>• Projects voice in clear and effective tones</li> <li>• Discusses sensitive issues tactfully</li> <li>• Communicates at an appropriate student level</li> <li>• Facilitates communication among all students</li> <li>• Speaks well spontaneously</li> </ul>   |          |          |          |
| <b>4 Demonstrates effective written communication skills</b>   | <b>1</b> | <b>2</b> | <b>3</b> |
| <ul style="list-style-type: none"> <li>• Expresses ideas clearly</li> <li>• Discusses sensitive issues tactfully</li> <li>• Uses language appropriate to the situation (e.g., Standard English, refraining from profanity &amp; derogatory language)</li> <li>• Positively focuses all written communications</li> <li>• Proofreads all written communications</li> </ul>  |          |          |          |
| <b>5 Respects and values diversity</b>   | <b>1</b> | <b>2</b> | <b>3</b> |
| <ul style="list-style-type: none"> <li>• Demonstrates awareness of traditional and non-traditional family contexts including family status</li> <li>• Creates a “safe-classroom” with zero tolerance of negativity to other cultures</li> <li>• Differentiates instruction based on learners’ needs</li> <li>• Incorporates lessons that target acceptance of diversity</li> <li>• Knows students’ learning styles and backgrounds, and adjusts lessons accordingly</li> <li>• Understands the importance of a positive school experience</li> </ul> |          |          |          |
| <b>6 Collaborates effectively</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
| <ul style="list-style-type: none"> <li>• Builds positive relationships with peers, supervisors, parents, and students</li> <li>• Takes responsibility for his/her choices and actions on others</li> <li>• Works cooperatively with others</li> <li>• Navigates calmly through human emotions</li> <li>• Shares successful teaching strategies with others</li> </ul>  |          |          |          |
| <b>7 Is a self-directed learner</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
| <ul style="list-style-type: none"> <li>• Takes initiative to find solutions and solve problems independently</li> <li>• Is able to recognize own weaknesses and asks for support</li> <li>• Interprets and uses data to inform instruction</li> <li>• Asks questions proactively</li> <li>• Researches different and most effective teaching styles</li> </ul>   |          |          |          |

|  |          |          |          |
|--|----------|----------|----------|
| <ul style="list-style-type: none"> <li>• Takes responsibility for knowing one's own strengths and weaknesses</li> <li>• Is willing to take risks</li> <li>• Perseveres</li> </ul>  |          |          |          |
| <b>8 Reflects on one's own teaching and learning</b>   | <b>1</b> | <b>2</b> | <b>3</b> |
| <ul style="list-style-type: none"> <li>• Reflects after every lesson</li> <li>• Reviews student data and modifies lessons and teaching strategies based on that data</li> <li>• Alters lessons in progress when needed</li> <li>• Uses evidence to continually evaluate best practice</li> <li>• Adjusts teaching in response to constructive criticism</li> <li>• Reflects on own experience and makes appropriate adjustments</li> </ul> |          |          |          |
| <b>9 Exhibits respect</b>  | <b>1</b> | <b>2</b> | <b>3</b> |
| <ul style="list-style-type: none"> <li>• Disagrees in a professional way</li> <li>• Is flexible</li> <li>• Responds to constructive criticism openly and respectfully</li> <li>• Listens attentively to students and parents</li> <li>• Maintains a respectful tone at all times</li> <li>• Does not use profanity</li> </ul>  |          |          |          |

Overall Comments:

*The dispositions and indicators above were adapted from the University of Tampa Dispositions Study:  
<http://www.aabri.com/manuscripts/10665.pdf>*