

Student Name: _____

Evaluator Name: _____

**Ed 2111 – Tutor-Aide Practicum
University of Minnesota Morris
Tutor Aide Evaluation & Teacher Candidate Dispositions**

The Conceptual Framework of the Teacher Education Program includes knowledge, skills and dispositions as well as the Standards of Effective Practice. The teacher education faculty believes that well prepared teacher candidates understand and can demonstrate knowledge of professional skills and dispositions. Because we believe that the possession of certain dispositions is essential to success as teachers and professionals, we will assess values, attitudes and traits regularly during the program, especially as applied in school settings during field experiences. Teacher education candidates are expected to show growth in these dispositions through their teacher preparation program.

The candidate demonstrates:

Collaboration: Works together with others to achieve positive student-centered results (Standards 2, 4, 6, 7, 9, 10)

Ethics/Integrity: Demonstrates truthfulness, professional behavior and trustworthiness (Standards 6, 9, 10)

Equity/Respect: Honors, values, and demonstrates consideration for self and others (Standards 3, 6, 10)

Efficacy/Commitment to Learning: Demonstrates a respect for knowledge acquisition for self and students (Standard 1, 2, 7, 9)

Responsibility: Acts independently and demonstrates accountability, reliability, and judgment (Standards 5, 9, 10)

Enthusiasm/Openness: Engages and motivates others and demonstrates flexibility and positive risk taking (Standards 1, 3, 4, 6)

Faculty/cooperating teachers/university supervisors will use the checklist that follows to assess teacher education candidates' dispositions for teaching. When the desired skills and/or behaviors included in the checklist are not evident or are insufficiently developed, faculty will conference with the teacher candidate to discuss strengths and strategies for improvement.

Disposition Indicators (Mark "E" for Evident, "I" for Improvement Needed, or "N" for not observed)

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| <p>Collaboration:</p> <p>_____ Supports instructional decisions of cooperating teacher/ other educational professionals</p> <p>_____ Communicates regularly with cooperating teacher</p> | <p>Ethics/Integrity:</p> <p>_____ Models behavior expected of teachers in educational setting</p> <p>_____ Makes decisions and acts with honesty and integrity</p> <p>_____ Responds to situations professionally</p> <p>_____ Maintains emotional self control</p> <p>_____ Accepts and acts on feedback from others</p> |
| <p>Equity/Respect:</p> <p>_____ Interacts in a polite and respectful manner</p> <p>_____ Demonstrates empathy and concern for others</p> <p>_____ Displays equitable treatment of others</p> <p>_____ Appreciates and embraces individual differences</p> <p>_____ Demonstrates positive attitudes toward diverse cultures and learners</p> | <p>Efficacy/Commitment to Learning:</p> <p>_____ Believes all students can learn</p> <p>_____ Demonstrates positive attitude toward learning</p> <p>_____ Demonstrates a commitment that all students do learn</p> |
| <p>Responsibility:</p> <p>_____ Seeks clarification and/or assistance as needed</p> <p>_____ Arrives for field experience on time (# of tardies _____)</p> <p>_____ Attends class/field experience regularly (# of absences _____)</p> | <p>Enthusiasm/Openness:</p> <p>_____ Demonstrates flexibility</p> <p>_____ Encourages positive social interaction among students</p> <p>_____ Demonstrates openness to the assumptions/beliefs/values of others</p> |

In your estimation, is this person a good candidate for the teaching profession? _____ Yes _____ No

Comments:

Standards of Effective Practice

- Standard One: Subject Matter.** A teacher must understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students.
- Standard Two: Student Learning.** A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development.
- Standard Three: Diverse Learners.** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.
- Standard Four: Instructional Strategies.** A teacher must understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.
- Standard Five: Learning Environment.** A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard Six: Communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Standard Seven: Planning Instruction.** A teacher must be able to plan and manage instruction based upon knowledge of subject matter, students, and the community, and curriculum goals.
- Standard Eight: Assessment.** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student.
- Standard Nine: Reflection and Professional Development.** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.
- Standard Ten: Collaboration, Ethics, and Relationships.** A teacher must be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well being.

CONCENTRIC CONCEPTUAL FRAMEWORK

Teacher education programs (TEP) at UMM are based on a concentric conceptual framework. The framework places the complex elements of a strong teacher education program within the context of a liberal arts institution—the primary feature of the UMM teacher education program. We believe that teachers must be broadly educated with substantial general knowledge. Next, teachers must possess a depth of knowledge in specialty areas, those fields in which they will be licensed to teach. Teachers must also understand, embrace, and act on the professional knowledge base that leads to classroom effectiveness. At UMM, the professional program has four components woven throughout coursework and clinical experience. They are: theory and practice, leadership, diversity, and technology. To best educate our candidates in these important themes, we follow processes that are developmental, constructive, reflective, integrative, collaborative, and standards-based. Through participation in and successful completion of the program, candidates gain or enhance the necessary knowledge, skills, and dispositions needed for beginning professionals in the teaching field. All efforts in the program are aimed at the ultimate goal of P-12 student learning—the common center in the concentric conceptual framework.

