

University of Minnesota, Morris
Division of Education

Teacher Candidate Dispositions

Student Teacher _____ Cooperating Teacher _____ Date _____

Well prepared teacher candidates understand and can demonstrate knowledge of professional skills and dispositions. In the UMM Teacher Education program these values, attitudes and traits are regularly assessed, especially as applied in school settings during field experiences.

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)

<p>Collaboration:</p> <p>_____ Communicates regularly with cooperating teacher about units and lessons</p> <p>_____ Communicates unit and lesson goals and objectives to special education and/or other professionals</p> <p>_____ Communicates with parents appropriately</p> <p>_____ Supports work of other educational professionals</p> <p>_____ Fosters classroom collaboration</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 personal responsibility in conflict/problem situations</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>_____ Makes instructional decisions based on needs of all learners</p>	<p>Efficacy/Commitment to Learning:</p> <p>_____ Believes all students can learn</p> <p>_____ Takes initiative to expand knowledge base for self and students</p> <p>_____ Demonstrates positive attitude toward learning</p> <p>_____ Demonstrates intellectual and academic curiosity</p> <p>_____ Conveys high expectations for achievement</p> <p>_____ Demonstrates a commitment to action that all students do learn</p>
<p>Responsibility:</p> <p>_____ Accepts consequences for personal actions or decisions</p> <p>_____ Submits lesson plans on time</p> <p>_____ Seeks clarification and/or assistance as needed</p> <p>_____ Takes initiative to seek/locate needed resources</p> <p>_____ Ensures accuracy of information for which he/she is responsible</p> <p>_____ Arrives for field experience on time and fully prepared (# of tardies _____)</p>	<p>Enthusiasm and Openness:</p> <p>_____ Displays enthusiasm for subject matter</p> <p>_____ Demonstrates flexibility</p> <p>_____ Encourages positive social interaction among students</p> <p>_____ Demonstrates openness to the assumptions/beliefs/values of others</p>

Comments: