Professional Dispositions for Teacher Education

(Aligned with NCATE and CEC Standards)

Student's Name: _____ ID#:_____ Related Field Assignment: _____
(Intro, Methods, Special Ed, Student Teaching)

Check all that apply: (Comments are not hierarchical)

Principle 1 – Knowledge of Subject Matter

- ❑ Understands the central concepts of the discipline
- ❑ Distinguishes between relevant and irrelevant information, claims, or reasons in an efficient and effective manner
- ❑ Seeks sources of information to further enhance own understanding of subject matter
- ❑ Struggles with initial analysis, synthesis, and evaluation of information
- ❑ N/A

Principle 2 – Knowledge of Human Development

- ❑ Understands and provides opportunities that support each child at his/her developmental level
- ❑ Recognizes the need to support students at various levels of development
- ❑ Lacks an awareness of child developmental stages
- ❑ N/A

Principle 3 – Adapting Instruction for Individual Needs

- ❑ Seeks and provides appropriate learning opportunities for all students
- ❑ Differentiates instruction based on individual student needs
- ❑ Is aware of and/or attends section 504 and IEP meetings
- ❑ Develops strong working relationship with special education staff
- ❑ Does not adapt instruction for individual needs
- ❑ N/A

Principle 4 – Multiple Instructional Strategies

- ❑ Utilizes a wide range of instructional strategies
- ❑ Relies on a limited variety of instructional strategies
- ❑ Struggles with providing a variety of engaging learning opportunities
- ❑ N/A

Principle 5 – Classroom Motivation & Management

- ❑ Within the classroom community, the teacher seeks and fosters positive social interaction, engagement in learning, and self-motivating behaviors
- ❑ Within the classroom community, the teacher promotes positive motivation and management on a limited basis
- ❑ Within the classroom community, the teacher fails to promote positive interaction and self motivation and critical management skills are missing
- ❑ N/A

Principle 6 – Communication Skills

Oral Expression

- ❑ Expressive
- ❑ Articulate
- ❑ Limited in expression
- ❑ Inarticulate/hesitates to express one's self
- ❑ Makes frequent speaking errors
- ❑ N/A

Written Expression (Please attach writing examples if available)

- ❑ Frequently and effectively communicates with peers, instructors, advisors, parents, and/or administrators
- ❑ Organizes and clearly expresses ideas
- ❑ Writing is often unclear and disorganized
- ❑ Written work demonstrates frequent misspellings and/or grammatical errors
- ❑ N/A

Critical Thinking

- ❑ Identifies and reflects on pertinent issues or concerns
- ❑ Poses probing questions and problems once issues are identified
- ❑ Looks at issues in a superficial manner –lacking initiative
- ❑ Skills of analysis and logic require further development
- ❑ N/A

Principle 7 – Instructional Planning Skills

Resourcefulness

- ❑ Creative and resourceful; independently implements plans
- ❑ Has good ideas, works effectively with limited supervision
- ❑ Passive; depends on others for direction, ideas, and guidance
- ❑ N/A

Pedagogy

- ❑ Continually seeks new and better ways of teaching
- ❑ Makes some effort to improve teaching performance
- ❑ Makes no effort to improve teaching performance
- ❑ N/A

Principle 8 – Assessment of Student Learning

- ❑ Utilizes a variety of formal and informal assessment strategies to ensure the needs of students are being met
- ❑ Analyzes and uses assessment information in teaching instruction
- ❑ Utilizes a limited range of assessment strategies
- ❑ Arbitrary use of assessment practices and tools
- ❑ N/A

Principle 9 – Professional Commitment & Responsibility

Attendance

- ❑ Always present / always on time
- ❑ Rarely absent / generally punctual
- ❑ Frequently absent / frequently late
- ❑ N/A

Professional Responsibility

- ❑ Responsible; attends to assigned tasks or duties
- ❑ Sometimes needs to be reminded to attend to assigned tasks or duties
- ❑ Usually fails to complete assigned tasks and duties
- ❑ N/A

Commitment to the Profession

- ❑ Engages in professional reading and resources
- ❑ Makes a contribution to others in the profession
- ❑ Holds membership in professional organizations
- ❑ Participates in professional meetings
- ❑ Lacks commitment to the profession

Reflective Response to Feedback/Supervision

- ❑ Solicits suggestions and feedback from others
- ❑ Receptive and adjusts performance accordingly
- ❑ Receptive but does not implement suggestions
- ❑ Defensive/unreceptive to feedback
- ❑ N/A

Professional Appearance & Attitude

- ❑ Maintains a professional appearance and demeanor
- ❑ Sometimes needs reminding of professional demeanor
- ❑ Unprofessional dress and/or attitude

Professional Ethics

- ❑ Maintains high ethical and professional standards
- ❑ Is aware of program policies and professional practices and responds to these guidelines in appropriate ways
- ❑ Unaware of ethical expectations
- ❑ Disregards policies and professional ethics

Principle 10 – Partnerships

Tact Judgment (with students, and/or instructors)

- ❑ Diplomatic; sensitive to others' feelings, opinions, and cultures
- ❑ Perceives what to do in order to maintain good relations with others and responds accordingly
- ❑ Limited sensitivity and diplomacy
- ❑ Appears thoughtless; insensitive to others' feelings and opinions

Collegiality

- ❑ Willingly shares ideas and materials
- ❑ Prefers being part of a team
- ❑ Reluctant to share ideas and materials
- ❑ Prefers to work in isolation
- ❑ N/A

Attitudes that have <u>enhanced</u> this student's successful progress in the Teaching and Learning Program:
(Please identify any other skills, behaviors, and/or knowledge that *have enhanced this teacher candidate's successful progress* in this placement or class.)

Barriers to this student's successful progress in the Teaching and Learning Program:
(Please identify any other skills, behaviors, and/or knowledge that *have interfered with this teacher candidate's successful progress* in this placement or class.)

Has this student expressed any unique learning needs or requested learning accommodations?

_____Yes Disability (please identify)_____

Please explain the need _____

_____ No _____ Not aware

Identify actions/recommendations that you have already taken/made with this student (include conference dates):

What action(s) would you recommend to the Director of Field Placement as appropriate for this student?

Additional comments you wish to make about this student:

Based on the evidence recorded in this report, the student has demonstrated overall professional dispositions at the following level:

Performance in University Class:	**____Acceptable**	**____Unacceptable**	**____(N/A) Not Applicable**
Performance in the field:	**____Acceptable**	**____Unacceptable**	**____(N/A) Not Applicable**

Signature of Individual Completing this Form:

_____

_____

Position/Title **Today's Date**

Signature of Student Who Has Read This Form:
Signature acknowledges only that the student has had an opportunity to read this report; it does not imply concurrence with the information reported.

_____

_____

Today's Date

Programs preparing teacher educators and other school related personnel at the University of North Dakota are in compliance with the Title II Higher Education Act and have reported their information to the North Dakota Education Standards and Practices Board.