

Teacher Candidate Professional Dispositions

Dispositions are defined as the professional attitudes, values, and beliefs demonstrated through both the verbal and non-verbal behaviors as educators interact with students, families, colleagues, and their communities (NCATE, 2008). These positive behaviors support effective classroom teaching, professional interactions, and learning and development. This list consists of those behaviors which the School of Education believes are most critical for teacher candidates entering the education profession. The following dispositions are expected of and are assessed for Adelphi University teacher education candidates in university classes and in the schools. These 13 items measure three core dispositions: growth mindset/grit, positivity and reflectiveness, and respect and responsibility.

Directions (Faculty)

Please complete the inventory below for each teacher candidate. For each of the 13 items, CIRCLE the score that is most appropriately fitting. Teacher candidates should be scored based on their level of acceptable behavior or their deviation from it.

A score of 3 is given to candidates for whom you have not observed any behaviors that would lead you to believe that their dispositions are anything other than acceptable. Scores that are closer to 1 should be given to candidates who exhibit less than acceptable behaviors, and scores that are closer to 5 should be reserved for candidates who exhibit exceptional behaviors.

Use the “sample observable behaviors” as a guide to understand some behaviors for which you might look. Not all sample behaviors are applicable to all instructors and some applicable behaviors are not listed.

CANDIDATE NAME _____ COURSE TITLE _____ SEMESTER _____
 YOUR NAME _____ SCHOOL NAME _____ DISTRICT _____

The candidate:	CAEP Standards	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
1. Is alert and Engaged during class discussions or activities	3.3	1	2	3	4	5	N/A
2. Interacts with peers and teacher in a respectful manner	3.3, 3.6	1	2	3	4	5	N/A
3. Is prepared for class with assignments and required class materials	3.3, 3.5	1	2	3	4	5	N/A
4. Uses feedback in a positive manner to improve one’s knowledge, skills and dispositions	1.2, 3.3	1	2	3	4	5	N/A
5. Is punctual and regularly attends class	1.1, 3.3, 3.6	1	2	3	4	5	N/A
6. Demonstrates an orientation for reflection after peer teaching or assignments	1.2, 3.3	1	2	3	4	5	N/A
7. Demonstrates personal responsibility for effective group work	3.3, 3.6	1	2	3	4	5	N/A
8. Demonstrates a positive professional attitude	3.3, 3.6	1	2	3	4	5	N/A
9. Positively contributes to learning environment and diverse exchange of ideas	3.3	1	2	3	4	5	N/A
10. Persists in activities and assignments even in the face of challenges	3.3	1	2	3	4	5	N/A
11. Maintains high expectations for self	1.4, 3.3	1	2	3	4	5	N/A
12. Demonstrates responsiveness to issues of race, class, gender, ethnicity, gender variance, or ability	3.3, 3.6	1	2	3	4	5	N/A
13. Communicates effectively through a focus on the message and how it is received	3.3	1	2	3	4	5	N/A

Additional Comments:

CEHS Classroom Disposition Instrument

OBSERVABLE BEHAVIORS

The candidate:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N/A
	1	2	3	4	5	N/A
1. Alert and Engaged during class discussions or activities						
<p>Sample Observable Behaviors</p> <ul style="list-style-type: none"> -Candidate exhibits different forms of engagement during class discussion (eye contact, engaged body language, note taking, verbally responding to questions asked and ideas being discussed) -Candidate is not distracted by side conversations with peers, and phone, computers or other personal effects -Candidate asks and answers questions 						
2. Interacts with peers and teacher in a respectful manner						
<p>Sample Observable Behaviors</p> <ul style="list-style-type: none"> -Candidate discusses issues respectfully in regards to topics of diversity, gender, race, ethnicity, ability -Candidate genuinely listens to others' ideas in class -Candidate is not focused upon merely inserting his/her point of view, but builds off of what others say -Candidate provides constructive feedback to peers -Candidate uses a respectful tone with peers and teacher -Candidate does not challenge teacher in a disrespectful way -Candidate modifies tone of voice or language used based upon peers' reception to the candidate's participation -Candidate is able to monitor effects of decisions within discussion and assignments -Candidate is responsive to questions and to the needs of others in interactions with others -Candidate seeks out academically beneficial engagement with others -Candidate uses material and equipment in appropriate ways -Candidate follows directions regarding uses of material or equipment 						
3. Prepared for class with assignments and required class materials						
<p>Sample Observable Behaviors</p> <ul style="list-style-type: none"> -Candidate completes and turns in assignments on time -Candidate completes assignments properly and as required -Candidate utilizes class readings in group discussion -Candidate undertakes further research or other action to appropriately complete assignments -Candidate returns materials on time 						
4. Uses feedback in a positive manner to improve one's knowledge, skills and dispositions						
<p>Sample Observable Behaviors</p> <ul style="list-style-type: none"> -Candidate applies feedback to drafts or future assignments -Candidate maintains an open demeanor and refrains from taking a defensive stance when receiving feedback 						
5. Punctual and regularly attends class						
<p>Sample Observable Behaviors</p> <ul style="list-style-type: none"> -Candidate is in regular attendance -Candidate attends class on time -Candidates takes breaks responsibly during class 						
6. Demonstrates an orientation for reflection after peer teaching or assignments						
<p>Sample Observable Behaviors</p> <ul style="list-style-type: none"> -Candidate examines and reflects on personal beliefs, knowledge and assumptions on subsequent drafts of an assignment -Candidate reflects on one's responsibility as an advocate for social change (sexism, racism, homophobia, economic inequities, exceptionalities) -Candidate modifies behavior on the basis of reflection 						
7. Demonstrates personal responsibility for effective group work						
<p>Sample Observable Behaviors</p> <ul style="list-style-type: none"> -Candidate completes his/her fair share of the work -Candidate builds consensus with regards to goals -Candidate stays on task during group work and refrains from cell phone use or other work -Candidate is collaborative during group work -Candidate is inclusive of all members of the group -Candidate takes initiative in group work 						
8. Demonstrates a positive professional attitude						

CEHS Classroom Disposition Instrument

Sample Observable Behaviors -Candidate deals with frustrations in an emotionally balanced way -Candidate maintains conversational tone during discussions regardless of the emotion elicited -Candidate avoids name calling -Candidate does more than the minimum work required -Candidate does not moan and complain about learning activities -Candidate sees something positive about learning activities -Candidate wears appropriate attire in the classroom or gym
9. Positively contributes to learning environment and diverse exchange of ideas
Sample Observable Behaviors -Candidate applies knowledge to other situations and makes connections with previous learning -Candidate adds in examples from their real life -In papers or exams, candidate puts his/her own thought into conversation with others' ideas and perspectives -Candidate asks thought provoking questions in class -Candidate builds upon what others say in class discussions -Candidate continues to engage in discussion in a respectful way despite differences in viewpoints
12. Persists in activities and assignments even in the face of challenges
Sample Observable Behaviors -Candidate focuses on developing ability and skills -Candidate seeks out challenging tasks, takes calculated risks -Candidate is not easily discouraged by setbacks; candidate does not give up easily -Candidate finishes what he/she starts -Candidate does not try to negotiate down on difficulty or complexity of assignments -Candidate persists on assignments despite setbacks, challenges, poor assessment results or workload -Candidate asks for clarification of in class tasks or out of class assignments to ensure accuracy
14. Maintains high expectations for self
Sample Observable Behaviors -Candidate strives to do appropriate research, find the sufficient evidence for writing and making arguments -Candidate seeks out and is accepting of critical feedback
15. Demonstrates responsiveness to issues of race, class, gender, ethnicity, gender variance, or ability
-In discussion or assignments, candidate shows awareness of structural inequities as it relates to race, class, gender, ethnicity, gender variance, or ability. -As demonstrated through verbal responses during discussion or through written assignments, candidate strives to stay open to hearing and understanding ideas that may be alien to his/her worldview or experience -Students focus on positive abilities of people rather than deficiencies
16. Communicates effectively through a focus on the message and how it is received
-Students' presentation or report-out of group work for large discussion is clear -Student effectively organizes class presentation so message is clear -Students are responsive to peer questions after class presentation or their report-out from group work -Students check or monitor class reactions to see if their message was received clearly