

CEHS Field Based Disposition Instrument

Teacher Candidate Professional Dispositions

Dispositions are defined as the professional attitudes, values, and beliefs demonstrated through both 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 18 items measure three core dispositions: fairness and a belief that all students can learn, positivity and reflectiveness, and respect and responsibility.

Directions (University Supervisor and Teacher Mentor)

Please complete the inventory below for each teacher candidate. For each of the 18 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 whom 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 that you might look for.

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. Maintains a collegial relationship with supervisors or cooperating teachers.	3.3	1	2	3	4	5	N/A
2. Creates an environment that provides equitable access and opportunity for all students.	3.3, 3.6	1	2	3	4	5	N/A
3. Role models healthy practices.	3.3	1	2	3	4	5	N/A
4. Shows respect and care for all students.	3.3	1	2	3	4	5	N/A
5. Allows for the participation of all students in the learning process (regardless of race, gender, ethnicity, sexual orientation, religion, ability or other categories of difference).	3.3, 3.6	1	2	3	4	5	N/A
6. Considers the impact of one’s pedagogical actions.	3.3, 3.4	1	2	3	4	5	N/A
7. Tailors instruction to fit all students’ individual needs.	3.3, 3.5	1	2	3	4	5	N/A
8. Demonstrates a positive professional attitude.	3.3	1	2	3	4	5	N/A
9. Maintains high expectations for all students.	1.4, 3.3	1	2	3	4	5	N/A
10. Comes prepared to lead instructional activities when appropriate.	3.3	1	2	3	4	5	N/A
11. Treats all students equitably with regard to race, gender, ethnicity, sexual orientation, religion, ability or other categories of difference.	3.3, 3.6	1	2	3	4	5	N/A
12. Takes an initiative to get involved (versus waits to be asked).	3.3	1	2	3	4	5	N/A
13. Arrives in appropriate and professional attire.	3.3, 3.6	1	2	3	4	5	N/A
14. Protects the privacy rights of students	3.3, 3.6	1	2	3	4	5	N/A
15. Interacts with students in a professional manner through actions and behaviors.	3.3, 3.6	1	2	3	4	5	N/A
16. Uses or advocates for a fair grading system	3.3	1	2	3	4	5	N/A
17. Demonstrates an orientation for reflection after teaching or helping to teach.	1.2, 3.3	1	2	3	4	5	N/A
18. Is punctual and prepared for class	1.1, 3.3, 3.6	1	2	3	4	5	N/A

Additional Comments:

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Sample Observable Behaviors

<p>1. Maintains a collegial relationship with supervisors or cooperating teachers.</p> <ul style="list-style-type: none"> - Candidate shows respect for his/her advisors - Candidate maintains communication with supervisor/mentors - Candidate uses mentor's constructive (positive and critical) feedback to improve future lessons
<p>2. Creates an environment that provides equitable access and opportunity for all students.</p> <ul style="list-style-type: none"> - Creates a safe learning environment. - Candidates/students are allowed sufficient time to respond to questions. - Candidates provides choices within an activity (equipment, position, action/skill) - Candidates teaches social skills (personal and social responsibility) to promote tolerance and sensitivity of individual differences - Candidates use strategies that don't spotlight students or put them in situations where others can view them being unsuccessful
<p>3. Role models healthy practices.</p> <ul style="list-style-type: none"> - Models healthy behavior such as healthy eating, being active - Uses/ Models stress relief activities - Respect for environment (recycling)
<p>4. Shows respect and care for all students.</p> <ul style="list-style-type: none"> - A mutual respect among candidate and students is apparent - Candidate allows for the emotions of others (as well as his or her own) to be properly recognized and addressed - Candidate is responsive to students' experiences - Candidate is responsive to student concerns about ability in different activities - Candidate is attentive to student learning regardless of skill level/athletic performance - Candidate refrains from stereotyping students based on prior experiences or impressions - Classroom management routine is practiced in group discussion and dialogue - Candidate incorporates teaching for social goals, such as teaching personal and social responsibility
<p>5. Allows for the participation of all students in the learning process (regardless of race, gender, ethnicity, sexual orientation, religion, ability or other categories of difference).</p> <ul style="list-style-type: none"> - Candidate actively modifies group assignment responsibilities so that all participants are able to participate. - Students are allowed to display their knowledge or ability through various creative and imaginative modes (e.g. sign language, creation of a film, using clickers, exit slips, etc.) - Students in groups select specific roles to aid in the learning process (e.g. reporter, recorder, helper, etc) - Candidate encourages all students to participate in activities - Candidates can use peer assessment or instruction
<p>6. Considers the impact of one's pedagogical actions.</p> <ul style="list-style-type: none"> - Candidates' present and future actions are informed by their reflection on the consequences of past actions - Modifies lessons based on student performance/ analysis of student behavior or learning
<p>7. Tailors instruction to fit all students' individual needs.</p> <ul style="list-style-type: none"> - Candidate addresses the unique needs of individual students when planning, implementing, and reflecting on lesson plans - Candidate uses multiple approaches (methods, mediums, materials) or instructional strategies - Candidate addresses exceptionalities through differentiated instruction or other strategies that address the multiplicity of learners - Candidate differentiates instruction for English language learners - See individuals rather than 1 class of 22
<p>8. Demonstrates a positive professional attitude.</p> <ul style="list-style-type: none"> - Candidate deals with frustrations (student outbreaks, criticism) in an emotionally centered and balanced way - Maintains conversational tone of voice during "behavioral" incidents - Avoid name calling - Models positive ways to handle mistakes/ frustration in and out of the classroom (Do not swear when make mistakes).
<p>9. Maintains high expectations for all students.</p> <ul style="list-style-type: none"> - Candidate poses thought-provoking questions, assigns challenging works and provides encouraging feedback to students - Candidates allows students time to consider and process questions or discussions - Candidate poses questions through mediums such as task cards, or challenges students through written assignments or personal fitness plans - Addresses academic language, vocabulary syntax, discourse
<p>10. Comes prepared to lead instructional activities when appropriate.</p> <ul style="list-style-type: none"> - Candidate created a lesson plan, assembled suitable materials, brings handouts, has visuals or other supportive prepared (e.g. clear powerpoint, equipment), etc. - Candidate spoke with the teacher mentor in advance about the ways s/he hoped to become involved in the classroom/ gymnasium - Candidate turns in planning materials to professor prior to fieldwork or student teaching

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Sample Observable Behaviors

11. Treats all students equitably with regard to race, gender, ethnicity, sexual orientation, religion, ability or other categories of difference.

- Spread around speaking opportunities among all students (or enables communication via other means)
- Candidate calls on and engages with all students equitably.
- Candidate encourages participation by all students in classroom activities.
- Candidate uses cultural competence when designing activities to interest all races, genders, ethnicities, etc.
- Know students names and calls on them (hard to pronounce ones usually pose a problem; a student might not be called upon).
- Candidates use exit slips (short daily assessment) so that all students are able to respond, not just a few [PE].

12. Takes an initiative to get involved (versus waits to be asked).

- Candidate asks questions about the students, the teacher mentor’s instructional decisions, and the curriculum
- Candidate discusses with the teacher mentor appropriate ways to assist with instruction or strategies that s/he would like to try in the classroom/gym
- Candidate volunteers to become involved in instructional activities (as opposed to waiting to be asked) or extra-curricular activities
- Candidate responds to students’ needs or alerts the teacher mentor to their needs when appropriate
- Candidate looks into and takes on opportunities to understand unfamiliar cultural expressions, demands, etc.
- Candidate attends staff development, department meetings and school workshops where appropriate
- Candidate is a member of local, state and national associations

13. Arrives in appropriate and professional attire.

- No tank tops, flip flops, cut off shorts, undergarments appearing through clothes, torn and dangling jewelry if working with younger children, etc.

14. Protects the privacy rights of students

- Candidate refrains from discussing student information in public places including online or through social media
- Refrain from identifying students by name on documents to share with others
- Candidate covers student, teachers, and school names on university assignments (e.g. EdTPA’s)

15. Interacts with students in a professional manner through actions and behaviors.

- Candidate maintains appropriate boundaries in his/her relations with students
- Friendly, not best friends
- Does not chew gum while presenting

16. Uses or advocates for a fair grading system

- Candidate formulates or draws upon meaningful rubrics that clearly define expectations and expected behavior
- Shares rubrics with students
- Explains expectations clearly
- Rubrics developed with students
- Candidate does not use rubrics only for grading purposes but uses them for formative instruction, which in turn drives instruction.

17. Demonstrates an orientation for reflection after teaching or helping to teach.

- Candidate regularly assesses his or her teaching practices and uses feedback for revision
- Candidates’ lesson plans reflect feedback from supervisors or mentor teacher
- Links theory with practice. Can properly reference theorists informing why they made specific pedagogical choices
- Candidates reflect upon analyzed behavior after their teaching is videotaped

18. Is punctual and prepared for class

- Candidate arrives to class on time
- Candidate is prepared to teach or support the teacher with learning activities
- Candidate models “readiness” behavior for students