

**Teacher Candidate Dispositions Evaluation**  
**Manchester College**

Student Name: Kaitlin Hughes

Course Name and Number: EDUC 475, 477, or 479 Date: \_\_\_\_\_

Signature \_\_\_\_\_ Position: \_\_\_\_\_

This review assesses dispositions teacher candidates are likely to apply to their own classroom teaching. These dispositions evolved from the Manchester College Teacher Education Program conceptual framework which seeks to cultivate teachers of ability and conviction who demonstrate their commitment to learning, faith, service, integrity, diversity, and community. Applying professional teaching skills and knowledge of curriculum, assessments, relationships and environments creates a learning environment that is fair and equitable for all learners.

**Instructions: Please rate the teacher candidate in each category using the scale of 1-4. If a category is not applicable, please write NA in the scoring box. Feedback and recommendations for the teacher candidate should be written on the last page.**

Criterion	Unsatisfactory	Basic	Proficient	Distinguished	Total
<b>Learning</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Respect for constructive criticism</b>	Makes excuses; often argumentative;	Seldom recognizes limitations; makes some changes when prompted	Generally accepts criticisms with some input for improvement	Consistently includes new ideas; seeks continuous learning, engages in professional discourse; listens and responds	4
<b>Attitude toward content knowledge</b>	Performs unsatisfactorily in content area	Meets basic performance requirements for content area courses but does not seek new opportunities to learn nor be engaged	Seeks some opportunities to learn; generally independent learner; engages in content and learning process	Continuously curious and seeks out new ideas; completes work with high degree of skill and accuracy; cultivates attitude of life-long learner	3
<b>Self assessment and reflection</b>  E7. engages in research and reflection on best practices in teaching strategies	Lacks insight of abilities; little or no goal setting; avoids self assessment	Recognizes strengths but avoids limitations when reflecting; sets vague goals for improvement	Generally recognizes strengths and limitations; sets general goals for improvement; seeks some professional growth opportunities	Demonstrates self-confidence by acknowledging own strengths and limitations; sets specific developmental goals; <u>refines practice;</u> <u>continues professional growth through literature, colleagues, and resources</u>	3

*professional after college*

<b>Faith/Commitment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Commitment behaviors</b>	No evidence of commitment behaviors	Developing commitment behaviors but does not choose to lead	Seeks some positive opportunities to lead	Consistently demonstrates faith/commitment through positive leadership opportunities	4
<b>Decision-making and conflict resolution skills</b>  E6. models conflict resolution skills	Makes poor choices leading to negative impact	Often dependent upon others when making decisions	Thoughtfully gives consideration of all factors when problem solving	Thinks critically when problem solving; proactive, analytical, and reflective <i>This will come with experience</i>	3
<b>Patience</b>	Shows little or no patience toward others in difficult situations	Developing patience; may struggle in difficult situations	Generally models patience when working with others in a variety of situations	Consistently models patience when working with others in a variety of situations	4
<b>Service</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Fulfillment of duty or role in school and community</b>  R3. values life-long learning, personal/professional development, and/or service orientation	Refuses to contribute	Serves but limited contributions	Generally follows through meeting requirements	Consistently serves with effort, responsibility, and enthusiasm	4
<b>Diversity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Interactions with others</b>  R1. demonstrates sensitivity for diversity toward others	Avoids interaction with specific students; may display insensitivity to cultural norms of some groups	Displays a tendency to limit interactions with selected students and/or cultural norms	Generally recognizes a need for inclusion and tolerance; developing skills to create moments of inclusion	Consistently creates an open, <u>positive environment</u> ; shows <u>respect for diverse talents, skills and interests</u> ; interactions demonstrate sensitivity to cultural norms	4
<b>Knowledge of individual differences providing success for all</b>  E1. differentiates learning opportunities that respond to individual learning styles and learning challenge	Does not recognize and/or tolerate learning for all	Recognizes some differences but limited in understanding how to utilize when planning	Generally considers background, skills, abilities, interest attitudes when planning success for all learners	Consistently recognizes and appreciates learning styles, capabilities, strengths as basis for growth; utilizes weaknesses as opportunities for success for all learners	4

<b>Believes all students can learn</b> R6. motivates students to learn individually, collaboratively, and cooperatively	Struggles to meet learners' needs and/or does not have high expectations for all students	Recognizes varying needs of some students but limited in application; seldom holds students to high expectations	Generally attempts to modify instructional practices for varying needs; sometimes shows high expectations for all learners	Consistently demonstrates ability to teach fairly and equitably when applying teaching strategies for all students; <u>shows high expectations for all learners</u>	4
<b>Integrity</b>	1	2	3	4	
<b>Professional Dress</b>	inappropriate dress	Usually dresses appropriately	Dresses professionally <i>very good!</i>	Consistently <u>exceeds</u> expectations for professional dress?	3
<b>Respectful attitude</b> R1. demonstrates sensitivity for diversity toward others	Disrespectful in tone, body language, and/or words	Tendency to be disrespectful in tone, body language, and/or words in difficult situations	Generally respectful toward others even during disagreements and conflicts	Consistently demonstrates respectful attitude toward colleagues, students, parents, college professors even during disagreements and/or conflicts	4
<b>Punctuality/ Attendance</b>	Tendency to be late or absent	Some lapses in attendance and/or punctuality	Good attendance; punctual to classes and meetings	Deliberately arrives early to class, appointments, and meetings	4
<b>Truthfulness</b>	Engages in situations of dishonesty	x	x	Demonstrates honesty and integrity in all actions	4
<b>Confidentiality</b> R2. demonstrates full awareness of ethical and legal responsibilities of teachers	Deliberately shares confidential information	Sometimes struggles with keeping confidences	Generally follows the legal and ethical norms of confidentiality and privacy of students, parents, colleagues	Scrupulously follows the legal and ethical norms of confidentiality and privacy of students, parents, colleagues	4
<b>Community</b>	1	2	3	4	
<b>Activity in professional organizations</b> R3. Values life-long learning, personal/professional development, and/or service orientation	Does not appreciate nor participate in professional organizations	Recognizes value of organizations but limits participation	Promotes and participates in some organizations	Actively participates and often leads in <u>professional</u> organizations <i>expected of a college student?</i>	3

Cooperative and collaborative attitude	Avoids opportunities to work with others	Recognizes somewhat the value of cooperative opportunities but limits contributions to group	Generally promotes opportunities for collaboration and is developing group skills	Consistently relates well with peers, faculty, staff; professionals; proactively participates in meetings, ? committees; establishes partnership with parents and members in the community	3.5
				Total	

**Comment to clarify or elaborate performance ratings:**