

Disposition Checklist Revised 4/25/05

The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements. Below is a checklist for instructors and cooperating teachers to use to note behavioral deficiencies. This form need not be completed if a student works satisfactorily. Completed forms will be kept on file. Students: Sign and date after seeing the completed form. Instructors: Provide supporting evidence. Add comments on the back or attach a separate sheet(s).

- A. Attendance and punctuality**
 - 1. Unacceptable absenteeism
 - 2. Frequently tardy or leaves early
 - 3. Rarely absent or tardy
 - 4. Perfect attendance
- B. Initiative**
 - 1. Passive, depends on others
 - 2. Has good ideas, works with limited supervision
 - 3. Creative and resourceful
 - 4. Demonstrates self-initiative and independence
- C. Work habits**
 - 1. Usually fails to complete assigned tasks
 - 2. Completed assignments turned in late
 - 3. Sometimes needs to be reminded of assignments
 - 4. Responsible, attends to syllabus, makes no excuses except under dire distress
- D. Oral communication skills**
 - 1. Makes frequent speaking errors
 - 2. Inarticulate, hesitates to express self
 - 3. Uses acceptable grammar
 - 4. Articulate, uses standard English grammar
- E. Written communication skills**
 - 1. Written work demonstrates frequent grammatical errors
 - 2. Writing is often unclear and unorganized
 - 3. Organizes and clearly expresses ideas
 - 4. Frequently and effectively communicates with others
- F. Critical thinking skills**
 - 1. Cannot analyze
 - 2. Struggles with initial analysis
 - 3. Poses thoughtful questions
 - 4. Distinguishes between relevant and irrelevant material
- G. Quality of work**
 - 1. Consistently hands in poor work
 - 2. Asks for help, then does nothing
 - 3. Completes the minimum required
 - 4. Reaches beyond the minimum and turns in excellent work
- H. Collegiality**
 - 1. Prefers to work alone
 - 2. Reluctant to work with others
 - 3. Works well on a team
 - 4. Freely shares ideas and materials
- I. Respect (in action and speech) in and out of the classroom**
 - 1. Creating classroom disruptions (such as cell phone ringing or rattling paper)
 - 2. Discusses inappropriate or personal topics
 - 3. Inappropriate remarks or actions
 - 4. Diplomatic, sensitive to others' needs
- J. Interactions with professors, field work personnel, and children – if applicable**
 - 1. Apathetic during field placement
 - 2. Often distracted during field placement
 - 3. Indifferent when talking with students or teachers
 - 4. Collaborates willingly with cooperating teacher during field placement
- K. Professional dress during fieldwork – if applicable**
 - 1. Always dresses inappropriately
 - 2. Sometimes dresses inappropriately
 - 3. Usually dresses professionally
 - 4. Always dresses professionally
- L. Attitude toward learners – if applicable**
 - 1. Lacks interest in subject content and/or learners
 - 2. Makes negative comments regarding subject content and/or some students
 - 3. Seeks help from cooperating teacher or instructor to increase understanding of content and/or to improve effectiveness of teaching
 - 4. Takes initiative and actively seeks assistance to learn content and/or instructional strategies to help learners attain higher order learning
- M. Commitment to excellence in teaching – if applicable**
 - 1. No attempt to implement suggestions for improvement, defensive
 - 2. Interested in teaching but displays little enthusiasm for improving ones own skills
 - 3. Applies suggestions from supervisors immediately
 - 4. Appears committed to teaching
- N. Appropriate attributes for morals, ethics and values for teaching**
 - 1. Exhibits behavior contrary to attributes
 - 2. Makes verbal comments contrary to professional attributes
 - 3. Responds to improvement to use positive attributes
 - 4. Exemplary evidence of attributes in behavior

Additional comments

The following are to guide your thinking as you comment about the student. You do not need to address each bulleted item.

- Positive attributes the student possesses related to teaching
- Impediments to the student's progress related to teaching:
- Has this student self-disclosed any disability that effects his or her disposition? If so, explain the disability and the specific needs of the student.
- Extenuating circumstances expressed by the student and relative to the student's coursework:
- Identify actions taken to remedy the situation. List any recommendations made to the student. Include appropriate dates.
- Recommendations to the Director of Field Placement regarding this student:
- Follow-up Recommendations Attached.

Date _____
Individual completing this form

Date _____
Student's signature acknowledges and understands the comments.