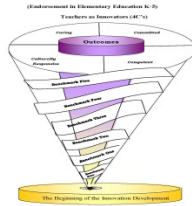


Lane College

Department of Education

Teacher Candidate Dispositions



Directions for completing evaluation form:

Candidate teachers:

Conclude whether or not they are struggling, emerging or on-target with the dispositional behaviors.

1. Mark the appropriate column. Compare your growth each time you complete a self-assessment.
2. Provide two copies of the completed document for review by course instructor.
3. If your self-assessment differs from faculty assessment, you may be asked to meet with the instructor.
4. Both parties will sign the documents. The instructor will deliver one copy to the Office of Field Experience and Clinical Practice. The other copy is retained by the candidate.

College faculty/ Clinical Practice supervisor

1. Complete the evaluation form at the start and end of core courses as provided on the 2nd page.
2. Complete the evaluation form at the end of clinical practice.
3. Share the information on the form with the candidate teacher.
4. Sign and date the form and have the candidate teacher also sign your form.

Mentor Teacher

1. Complete the form at the end of the clinical practice placement in your class.
2. Share the information on the form with the candidate teacher.
3. Sign and date the form and have the candidate teacher also sign your form.

What are dispositions? The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards, p. 6-CAEP). The Department of Education dispositions are aligned to CAEP and InTASC as well as the Department’s Conceptual Framework. All teacher candidates will be reviewed for dispositional growth and development.

Who does the assessment? Each candidate will complete a self-assessment. The course instructor and/or field mentor teacher will each complete a separate assessment of the candidate. The candidate and instructor may discuss observations of behavior in coursework, field work, and the candidate identified disposition development goals.

When and where is a candidate assessed? Each candidate will be reviewed for dispositional growth and development throughout their participation in the EPP. Formal documentation of assessments will occur a minimum of four times. The table below shows the course number in which a documented assessment will occur. Faculty may choose to use the assessment at other appropriate times.

| Initial Program Elementary K-5 | | | | | | |
|-----------------------------------|------------------------------------|---|--|-----------------------|-----------|------------------------------------|
| B(0) | B(1) | B(2) | B(3) | B(4) | B(4) | Where do I Submit |
| Entry into College | Admission | Field Experience | Clinical Practices Before Admission During Course After Course | Completion of program | Follow-up | |
| N/A | Admission’s Application EDU 230 | EDU 232 EDU 334 EDU 333 EDU 337 EDU 338 | EDU 420 EDU430 | N/A | N/A | Instructor, Portfolio, LCAS System |

** The table also shows where the signed assessment form should go when completed. Once signed, keep a copy for on-going reflection throughout your program. Each semester, in addition to the course-based assessment, the Disposition Committee will review all completed assessments to determine whether there has been growth demonstrated over time. Any concerns will be addressed by this committee.*

What else should a teacher candidate know? It is the candidate’s responsibility to ask clarifying questions as well as demonstrate the expected dispositional behaviors. REMEMBER: Only those dispositions observed in the college classroom or field practicum can be measured, therefore it is up to the candidate to demonstrate these dispositions in all settings.

Candidate Name _____

The Disposition of CARING...

... involves caring about and caring for. It is caring **about** others that moves an individual toward caring **for** others. When a teacher candidate cares *about* education and access for all, the candidate is moved to stand in solidarity with, and thus care for others. Care is viewed as a matter of relationships among diverse people (e.g., ability, age, ethnicity, gender, language, sexuality, socio-economic status) rather than as an inherent virtue of an individual.

| | Struggling | | | Emerging | | | On-Target | | |
|--|------------|-----|----|----------|-----|----|-----------|-----|-----|
| | B 1 | B 2 | B3 | B1 | B 2 | B3 | B1 | B 2 | B 3 |
| <p>understands the rights of <i>all</i> students and acts on the belief that all child can learn.</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p> | | | | | | | | | |
| <p>demonstrates appropriate behaviors during class settings and in work environment; The candidate has been alert and responsive.</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p> | | | | | | | | | |
| <p>demonstrates a respect for the profession.</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p> | | | | | | | | | |
| <p>demonstrates punctuality with regard to arrival to class, practicum, student teaching, field experience, meetings and etc</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p> | | | | | | | | | |
| <p>maintains confidentiality</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p> | | | | | | | | | |
| <p>demonstrates the ability to compromise and to respect others' opinions during group work</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p> | | | | | | | | | |
| <p>participates in professional development activities that were recommended.</p> <p>Instructor/Field Supervisor Comments:</p> <p>Candidate Comments:</p> | | | | | | | | | |

Candidate's Signature

Date

Instructor/Field Supervisor's Signature

Date

