2018 Professional Dispositions Evaluation for Field Experiences (PDEFE) - Interim/Formative Data Collection Tool

This observation tool provides a way to support the ongoing work of Teacher Candidate growth by indicating what might be seen during observation(s) as evidence towards meeting the Disposition Standards. The intent is to use this tool as a formative data collection during a Candidate’s experience.

Teacher Candidate Name: ____________________________________ Field Supervisor ________________________________________
Subject observed ________________________ Date ________________________ Mentor ________________________

| 1. The teacher candidate **centers instruction** on high expectations for student achievement through the understanding of individual and diverse cultures and communities. | ___ Learning tasks are aligned to standards/learning targets & understandable to students  
___ Respects gender/ethnic/cultural differences  
___ Monitors student learning and makes appropriate adjustments in instruction  
___ Vary strategies based on ability levels and other needs  
___ Sets clear expectations for the learning environment  
___ Models and provides opportunities for students to understand academic language and vocabulary related to the content |
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| 2. The teacher candidate **recognizes** individual student learning needs and develops strategies for planning differentiated instruction that supports every student in meeting rigorous learning goals. | ___ Provides methods and tools to accommodate all students  
___ Purposeful planned learning experiences that address individual and whole class needs  
___ Uses informal and formal assessments to determine student leaning and understanding  
___ Understands and utilizes interventions/modifications/accommodations  
___ Organizes to maximize instructional time  
___ New concepts are linked to old and the teacher helps students see connections |
| 3. The teacher candidate **demonstrates** effective teaching practices and knowledge of content that use a variety of instructional strategies and technologies to engage learners in critical thinking, creativity and collaborative problem solving focused on the learning targets. | ___ Uses techniques to effectively begin class & orient students to lesson objectives  
___ Checks for understanding throughout lesson – Student Voice  
___ Understands and presents concepts clearly – Gives clear directions  
___ Uses effective voice (modulation, enunciation, volume)  
___ Helps students make connections between concepts & asks questions that require thinking/critical thinking  
___ Uses a variety of strategies and instructional groupings – Engages students in learning  
___ Paces lessons appropriately & provides closure, including assessment of objective  
___ Includes multiple intelligence considerations in planning  
___ Provides a variety of graphic organizers, models, representations for student learning  
___ Helps students use a variety of sources and tools, including technology to access information related to the objective  
___ Identifies students who need additional support and/or acceleration and designs learning experiences to support progress |
| 4. The teacher candidate **understands and uses** both formative and summative methods of assessment, as well as student voice, to engage learners in their own growth, to monitor learner progress and modify instruction to improve student learning. | ___ Checks for understanding throughout lesson  
___ Utilizes Exit slips/student voice/monitor own progress  
___ Monitors students & provides feedback pointing out strengths & making suggestions to improve student learning/understanding  
___ Modifies task, provides scaffolding during lesson and in planning for the next lesson  
___ Uses informal/formal assessments to understand student progress as related to the learning target/standard & promote growth  
___ Provides, explains and utilizes rubrics to improve student learning and achievement  
___ Differentiates assessment by implementing required accommodations and challenging those who are more advanced |
5. The teacher candidate **fosters** and **manages** a safe and positive learning environment using a variety of classroom management strategies that take into account the cultural, physical, emotional and intellectual well-being of students appropriate to their grade level.

- Develops a positive rapport with students and promotes a culture of fairness and belief that all students can learn
- Displays a positive attitude, appropriate sense of humor, and empathy for students
- Smooth and timely transitions; materials, technology, groups, managed effectively
- Intervenes in inappropriate or off-task behaviors quickly and effectively-parameters clear
- Responds appropriately when issues develop and uses positive reinforcement with students
- Implements and understands specific behavior plans/strategies for the class and individuals
- Routines and procedures are evident including expectations for preparation & completion of work
- Articulates expectations for positive safe learning environment conducive to learning which includes respect for others

6. The teacher candidate **communicates** and **collaborates** with mentor, colleagues, parents and the school community in an ethical and professional manner to promote student learning and growth.

- Communicates with parents regarding grades, behavior, etc. (student success and challenging issues)
- Demonstrates enthusiasm for teaching
- Integrates education policies/school policies/curriculum
- Utilizes mentor as a resource for curriculum/lesson planning
- Looks for ways to promote positive growth in students
- Utilizes mentor, colleagues, and resources to better understand student needs for explanations and experiences

7. The teacher candidate takes the **initiative** to participate and collaborate with mentor learners, families, colleagues, other school professional and community members to advance their own professional development and contributions to the broader profession.

- Seeks opportunities to attend trainings,
- Communicates/collaborates with teachers/counselors regarding students
- Provides early communication with Administrators regarding students
- Participates in school activities outside the classroom
- Is self-motivated and willing to grow professionally including participating in trainings and/or PLCs.

8. The teacher candidate respectfully and openly **requests, accepts and applies** feedback for improvement.

- Responds positively when given suggestions from mentor/colleagues for improvement and/or lesson reflections
- Solicits suggestions for improvement from multiple sources
- Gives appropriate consideration to student and parent feedback
- Learns new concepts willingly and demonstrates flexibility
- Participates in pre-planning with mentor and shares plans with mentor, soliciting suggestions and improvements

9. The teacher candidate **reflects** on their own practice and progress to improve instruction for all learners.

- Consistently completes and discusses the Weekly Conference Form
- Reflects on lesson during post observation conference
- During planning/co-planning, reflects and expands on successful lessons, strategies and practices
- Seeks counsel and guidance from mentor and other staff

10. The teacher candidate **demonstrates** professionalism by attending all field experiences; arriving on time and departing appropriately; preparing to participate and/or teach; dressing according to building climate, culture and expectations; observing confidentiality; and adhering to school and state code of conduct.

- Punctual to school, meetings, practices good attendance
- Organizes time, materials, lesson plans in timely manner; balances various demands effectively
- Demonstrates dependability and reliability; keeps information and conversations confidential
- Maintains professional demeanor, behavior, and attire
- Demonstrates professional conversations and behaviors with students
- Seeks ways to build a community of learners
- Demonstrates careful oral, written and electronic communication
- Follows established rules, laws and policies
- Demonstrates ethical conduct