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 suggestion 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 takes 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.__ |
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| 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.__ |