

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 _____

<p>1. The teacher candidate centers instruction on high expectations for student achievement through the understanding of individual and diverse cultures and communities.</p>	<p><input type="checkbox"/> Learning tasks are aligned to standards/learning targets & understandable to students <input type="checkbox"/> Respects gender/ethnic/cultural differences <input type="checkbox"/> Monitors student learning and makes appropriate adjustments in instruction <input type="checkbox"/> Vary strategies based on ability levels and other needs <input type="checkbox"/> Sets clear expectations for the learning environment <input type="checkbox"/> Models and provides opportunities for students to understand academic language and vocabulary related to the content</p>
<p>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.</p>	<p><input type="checkbox"/> Provides methods and tools to accommodate all students <input type="checkbox"/> Purposeful planned learning experiences that address individual and whole class needs <input type="checkbox"/> Uses informal and formal assessments to determine student leaning and understanding <input type="checkbox"/> Understands and utilizes interventions/modifications/ accommodations <input type="checkbox"/> Organizes to maximize instructional time <input type="checkbox"/> New concepts are linked to old and the teacher helps students see connections</p>
<p>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.</p>	<p><input type="checkbox"/> Uses techniques to effectively begin class & orient students to lesson objectives <input type="checkbox"/> Checks for understanding throughout lesson – Student Voice <input type="checkbox"/> Understands and presents concepts clearly – Gives clear directions <input type="checkbox"/> Uses effective voice (modulation, enunciation, volume) <input type="checkbox"/> Helps students make connections between concepts & asks questions that require thinking/critical thinking <input type="checkbox"/> Uses a variety of strategies and instructional groupings – Engages students in learning <input type="checkbox"/> Paces lessons appropriately & provides closure, including assessment of objective <input type="checkbox"/> Includes multiple intelligence considerations in planning <input type="checkbox"/> Provides a variety of graphic organizers, models, representations for student learning <input type="checkbox"/> Helps students use a variety of sources and tools, including technology to access information related to the objective <input type="checkbox"/> Identifies students who need additional support and/or acceleration and designs learning experiences to support progress</p>
<p>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.</p>	<p><input type="checkbox"/> Checks for understanding throughout lesson <input type="checkbox"/> Utilizes Exit slips/student voice/ monitor own progress <input type="checkbox"/> Monitors students & provides feedback pointing out strengths & making suggestion to improve student learning/understanding <input type="checkbox"/> Modifies task, provides scaffolding during lesson and in planning for the next lesson <input type="checkbox"/> Uses informal/formal assessments to understand student progress as related to the learning target/standard & promote growth <input type="checkbox"/> Provides, explains and utilizes rubrics to improve student learning and achievement <input type="checkbox"/> Differentiates assessment by implementing required accommodations and challenging those who are more advanced</p>

<p>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, emotion al and intellectual well-being of students appropriate to their grade level.</p>	<ul style="list-style-type: none"> ___ 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
<p>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.</p>	<ul style="list-style-type: none"> ___ 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
<p>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.</p>	<ul style="list-style-type: none"> ___ 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.
<p>8.The teacher candidate respectfully and openly requests, accepts and applies feedback for improvement.</p>	<ul style="list-style-type: none"> ___ 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
<p>9.The teacher candidate reflects on their own practice and progress to improve instruction for all leaners.</p>	<ul style="list-style-type: none"> ___ 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 <i>mentor and</i> other staff
<p>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.</p>	<ul style="list-style-type: none"> ___ 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