

**University of Washington Bothell Teacher Certification Program
Teacher Candidate Dispositions**

Note to Field Instructors/Master Teachers: When completing this evaluation, please assess the preservice teacher in light of his/her stage of professional development. Expectations for meeting standards of teacher candidate dispositions should be consistent with the preservice teacher's progress through the program.

Communication	Rating
Communicates appropriately with master teacher, staff, administrator and field instructor	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Communicates effectively orally and in writing	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Communicates effectively with students	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Listens to and understands different perspectives represented in the school and classroom	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Demonstrates excitement and enthusiasm about teaching and lesson content	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Professionalism	
Presents mature and professional presence	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Arrives on time to field placement and attends regularly	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Dresses appropriately	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Is prepared	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Observes confidentiality	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Adheres to school and state code of conduct	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Interaction with Students	
Demonstrates concern about all aspects of a child's well-being (cognitive, emotional, social and physical)	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Is proactive in establishing relationships with students and families	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Demonstrates compassion and dignity	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Looks to provide positive feedback to students	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Appears excited about what s/he is teaching or observing in the classroom	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Adjusts the complexity of his/her language to the linguistic abilities of students	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Works with students to ensure any confusion or misunderstanding is addressed in a positive manner	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Time Management and Planning	
Organizes time and materials well	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Adapts to changing situations to meet the needs of students	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Formulates long-term and short-term plans	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Shows stamina to work a teacher's day to meet required expectations and perform additional duties	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Performs and supervises several tasks at one time	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Adjusts plans based on students' understanding, interest, or engagement	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Learner	
Responds to constructive feedback by making appropriate changes in instruction or action	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Reflects on professional practice	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Shows a commitment to his or her own professional growth	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed
Takes an active role in the classroom	<input type="checkbox"/> Always <input type="checkbox"/> Usually <input type="checkbox"/> Sometimes <input type="checkbox"/> Not Observed

Standards adapted from the Interstate New Teacher Assessment and Support Consortium (INTASC), available at the Council of Chief State School Officers (CCSSO) website (<http://www.ccsso.org/intasc.html>) and Washington State University Department of Teaching and Learning's Professional Dispositions Evaluation for Field Experiences (PDEFE)

Field Instructor Signature/Date

Intern Signature/Date

Master Teacher Signature/Date