

Student name _____

P # _____

Disposition Framework for Childhood/Early Childhood Education

Dispositions	Performance Indicators (Holistically evaluated)	Area to be assessed during		Area to be scored during			Evaluator's comments and date
		Level I EDLS 201	Level I EDLS 207	Level II Block I	Level III Block II	Level IV Student Teaching	
Works well with others	Encourages others to share ideas	X	X	X	X	X	
	Values working in groups/teams	X	X	X	X	X	
	Respects others' ideas	X	X	X	X	X	
	Contributes to the task	X	X	X	X	X	
	Offers help	X	X	X	X	X	
	Understands and accepts consensus	X	X	X	X	X	
	Monitors ones own strengths/weaknesses as a team participant	X	X	X	X	X	
	Makes resources available to aid group's task	X	X	X	X	X	
Takes responsibility for one's own actions	Others as per program needs	X	X	X	X	X	
	Follows through on responsibilities/tasks	X	X	X	X	X	
	Accepts and acts upon constructive suggestions	X	X	X	X	X	
	Does work in a timely fashion	X	X	X	X	X	
	Reads directions	X	X	X	X	X	
	Avoids blaming others	X	X	X	X	X	
	Others as per program needs	X	X	X	X	X	
	Attended one student teaching Information Meeting					X	
	Submitted Part II (resume, autobiographical sketch, lesson plan) by deadline					X	
	Responded appropriately to the Student Teaching Audit (if applicable)					X	
	Registered on BearPaws for the student teaching semester					X	
	Introduced yourself to BOTH sponsor teachers within 2 weeks of e-mail					X	
	Introduced yourself to BOTH College Supervisors within 2 weeks of e-mail					X	
	Fosters positive relationship	Models effective interpersonal behaviors/communication	X	X	X	X	
Provides positive reinforcement to others		X	X	X	X	X	
Seeks to solve problems		X	X	X	X	X	
Establishes positive interactions with faculty, staff, students, and parents				X	X	X	
Establishes positive interactions with colleagues and instructors		X	X				
Involvement in after school activities						X	
Realizes career begins prior to first teaching job		X	X	X	X	X	
Others as per program needs		X	X	X	X	X	
Behaves in a professional manner	Is punctual	X	X	X	X	X	
	Has integrity	X	X	X	X	X	
	Dresses appropriately			X	X	X	
	Respects students and staff	X	X	X	X	X	
	Respects confidentiality			X	X	X	
	Exhibits behavior of teacher, not friend to students			X	X	X	
	Is a positive adult role model		X	X	X	X	
	Respects personal boundaries (e.g. intimacy)	X	X	X	X	X	
	Understands that teaching by example must be constant		X	X	X	X	
	Models effective and appropriate spoken and written English in keeping with expected standards	X	X	X	X	X	
	Communicates honestly with others	X	X	X	X	X	
	Others as per program needs	X	X	X	X	X	

Dispositions	Performance Indicators (Holistically evaluated)	Level I EDLS 201	Level I EDLS 207	Level II Block I	Level III Block II	Level IV Student Teaching	Evaluator's comments and date
Maintains a high level of competence and integrity in one's practice	Seeks ways to update content knowledge		X	X	X	X	
	Prepares to teach thru approved long and short-term planning			X	X	X	
	Engages in ongoing self reflection to improve one's teaching	X	X	X	X	X	
	Seeks out constructive criticism	X	X	X	X	X	
	Identifies strengths, needs, and updates skills thru professional development activities		X	X	X	X	
	Espouses beliefs and views consistently			X	X	X	
	Is honest	X	X	X	X	X	
	Is open to and seeks out innovative instructional strategies			X	X	X	
	Organizes information/materials to facilitate success	X	X	X	X	X	
Others as per program needs	X	X	X	X	X		
Willing to: take risks be flexible show comfort with uncertainty	Adapts to changes in schedules			X	X	X	
	Takes advantage of "teachable moments"			X	X	X	
	Monitors and adjusts learning activities			X	X	X	
	Tries unfamiliar techniques			X	X	X	
	Responds positively to change (e.g. placement change) (open to possibilities)	X	X	X	X	X	
	Encourages students/peers in taking risks	X	X	X	X	X	
Others as per program needs		X	X	X	X		
Recognizes and respects one's own diversity and that of others	Uses instructional resources that incorporate or depict alternative points of view		X	X	X	X	
	Uses instructional practices <i>that respects/reflect diversity among participants</i> eg. Instructional styles and participation structures			X	X	X	
	Seeks divergent points of view	X	X	X	X	X	
	Responds positively to diverse opinions and lifestyles	X	X	X	X	X	
	Provides individuals w/opportunities to share their cultures	X	X	X	X	X	
	Becomes knowledgeable about diversity issues	X	X	X	X	X	
	Responds to hurtful comments/jokes related to diverse groups	X	X	X	X	X	
	Creates a climate of inclusivity in classroom	X	X	X	X	X	
Others as per program needs	X	X	X	X	X		

I have read this document and fully understand the dispositions expected of me as I move through the Teacher Education Program at SUNY Potsdam.

Student Signature

Date

Following the completion of the evaluation, the evaluator is to sign this form. Signature on this form indicates a student in need of remediation has been spoken with.

Evaluator's Signature

Date

I have seen this document after it was completed and signed by the evaluator for the given level in the Teacher Education Program at SUNY Potsdam.

Student Signature

Date