

**University of Hawai'i at Mānoa
ITE Secondary Program
OP Field Experience Professional Dispositions Evaluation Form**

Teacher Candidate _____ School _____ Mentor Teacher _____

University Coordinator _____ Evaluator _____ Fall / Spr (Yr) _____ Midterm / Final

Directions: *Assess each disposition and indicate overall category rating with a checkmark.*

Disposition	Unacceptable	Acceptable	Target
1. Professional and Ethical Conduct Overall Rating:	<input type="checkbox"/> Does not receive feedback well and/or does not make suggested changes <input type="checkbox"/> Defensive and makes excuses for behavior <input type="checkbox"/> Shows unethical or disrespectful conduct <input type="checkbox"/> Unwilling to meet program requirements <input type="checkbox"/> Blurs friend/teacher line or makes inappropriate relationship decisions <p style="text-align: right;">Unacceptable <input type="checkbox"/></p>	<input type="checkbox"/> Accepts feedback and makes appropriate changes without being defensive <input type="checkbox"/> Accepts responsibility for behavior <input type="checkbox"/> Shows integrity and ethical conduct <input type="checkbox"/> Works within program requirements <input type="checkbox"/> Expresses and adheres to clear relationship boundaries with students <p style="text-align: right;">Acceptable <input type="checkbox"/></p>	<input type="checkbox"/> Consistently welcomes feedback and shows considerable growth <input type="checkbox"/> Solution-oriented in behavior modification <input type="checkbox"/> Models integrity and ethical conduct <input type="checkbox"/> Maximizes program-related opportunities <input type="checkbox"/> Models appropriate behavior within student-teacher relationship framework <p style="text-align: right;">Target <input type="checkbox"/></p>
2. Communication and Collaboration Overall Rating:	<input type="checkbox"/> Communicates in an unclear, disrespectful, or inappropriate manner <input type="checkbox"/> Is overly shy, withdrawn, or unable to communicate with others <input type="checkbox"/> Written and/or oral communication is not clear or grammatically correct <input type="checkbox"/> Does not communicate with mentor teacher and UC in a timely manner <input type="checkbox"/> Unable/unwilling to accept responsibilities <p style="text-align: right;">Unacceptable <input type="checkbox"/></p>	<input type="checkbox"/> Communicates clearly, effectively, and in a positive manner <input type="checkbox"/> Asks questions and matches communication with context and audience <input type="checkbox"/> Written and oral communication is clear and grammatically correct <input type="checkbox"/> Communicates in a timely manner with mentor teacher and UC <input type="checkbox"/> Always accepts assigned responsibilities <p style="text-align: right;">Acceptable <input type="checkbox"/></p>	<input type="checkbox"/> Fosters communication with others that is meaningful and reciprocal <input type="checkbox"/> Actively shares ideas and seeks input from others in communication <input type="checkbox"/> All forms of communication are clear, grammatically correct, and professional <input type="checkbox"/> Proactive in communicating with mentor teacher and UC to ensure follow-up <input type="checkbox"/> Seeks various additional responsibilities <p style="text-align: right;">Target <input type="checkbox"/></p>

<p>3. Work Habits and Emotional Management</p> <p>Overall Rating:</p>	<input type="checkbox"/> Is often unreliable or disorganized and requires constant supervision <input type="checkbox"/> Disregards commitments or fails to follow through on tasks <input type="checkbox"/> Takes no initiative <input type="checkbox"/> Requirements are met with minimal effort <input type="checkbox"/> Is late or absent without notice <input type="checkbox"/> Dresses inappropriately for school setting <input type="checkbox"/> Does not manage work-related and personal stress well <input type="checkbox"/> Vents frustration inappropriately <p style="text-align: right;">Unacceptable <input type="checkbox"/></p>	<input type="checkbox"/> Is organized and reliable with minimal supervision <input type="checkbox"/> Meets commitments and consistently completes required tasks <input type="checkbox"/> Takes adequate initiative <input type="checkbox"/> Requirements are met with careful effort <input type="checkbox"/> Minimal absences/tardies, with notice <input type="checkbox"/> Follows required school dress code <input type="checkbox"/> Manages work-related and personal stress well <input type="checkbox"/> Frustration does not affect performance <p style="text-align: right;">Acceptable <input type="checkbox"/></p>	<input type="checkbox"/> Is exceptionally organized and independently reliable <input type="checkbox"/> Takes ownership of tasks with exemplary follow-through <input type="checkbox"/> Consistently takes initiative <input type="checkbox"/> Requirements are met exceptionally <input type="checkbox"/> Consistently present and punctual <input type="checkbox"/> Dresses professionally for school setting <input type="checkbox"/> Is proactive in reducing work-related and personal stress <input type="checkbox"/> Seeks ways to minimize frustration <p style="text-align: right;">Target <input type="checkbox"/></p>
<p>4. Individual and Cultural Sensitivity</p> <p>Overall Rating:</p>	<input type="checkbox"/> Expresses apathy or disrespect for diversity within the classroom culture <input type="checkbox"/> Unwilling or unable to deal with adolescent situations <input type="checkbox"/> Does not consider adolescent interests and external influences (i.e. media, pop culture, technology, etc.) <p style="text-align: right;">Unacceptable <input type="checkbox"/></p>	<input type="checkbox"/> Recognizes and respects diversity within the classroom culture <input type="checkbox"/> Exhibits sensitivity toward adolescent situations <input type="checkbox"/> Acknowledges adolescent interests and external influences (i.e. media, pop culture, technology, etc.) in the class <p style="text-align: right;">Acceptable <input type="checkbox"/></p>	<input type="checkbox"/> Incorporates and promotes diversity within the classroom culture <input type="checkbox"/> Deals thoughtfully and effectively with adolescent situations <input type="checkbox"/> Adapts teaching to include adolescent interests and external influences (media, pop culture, technology, etc.) <p style="text-align: right;">Target <input type="checkbox"/></p>
<p>5. Self-Reflection and Professional Development</p> <p>Overall Rating:</p>	<input type="checkbox"/> Expresses disregard for or unwillingness to engage in self-reflection <input type="checkbox"/> Shows little awareness of the effect he/she has on others <input type="checkbox"/> Shows disinterest in adolescent, content-specific, and/or general education <p style="text-align: right;">Unacceptable <input type="checkbox"/></p>	<input type="checkbox"/> Reflects on his/her personal and professional characteristics <input type="checkbox"/> Monitors impact of own actions and interactions on professional environment <input type="checkbox"/> Shows interest in adolescent, content-specific, and/or general education <p style="text-align: right;">Acceptable <input type="checkbox"/></p>	<input type="checkbox"/> Is insightful in examining personal and professional characteristics <input type="checkbox"/> Reflects on actions and interactions and adjusts to improve environment <input type="checkbox"/> Shows excitement in adolescent, content-specific, and/or general education <p style="text-align: right;">Target <input type="checkbox"/></p>
<p>ADDITIONAL COMMENTS:</p>			

These dispositions correlate with the secondary field experience and reflect the core values of the College of Education Conceptual Framework. Teacher candidates should demonstrate overall ratings of “acceptable” or “target” by the end of the field experience; **ratings of “unacceptable” may require a Plan of Assistance and/or result in a failing grade.** Signatures below indicate the teacher candidate and evaluator have read and discussed this form.

Evaluator (Signature)

Date

Teacher Candidate (Signature)

Date