University of Hawai`i at Mānoa
ITE Secondary Program
Student Teaching 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.*** These dispositions correlate with the secondary field experience and reflect 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**.

Disposition	Unacceptable	Acceptable	Target
1.Professional and Ethical Conduct	☐ Does not receive feedback well and/or does not make suggested changes ☐ Defensive and makes excuses for behavior ☐ Shows unethical or disrespectful conduct ☐ Unwilling to meet program requirements ☐ Shows poor professional judgment in dealing with adolescent situations requiring confidentiality or policy/protocol ☐ Shows inattention to student's overall well-being or safety ☐ Blurs friend/teacher line or makes inappropriate relationship decisions	☐ Accepts feedback and makes appropriate changes without being defensive ☐ Accepts responsibility for behavior ☐ Shows integrity and ethical conduct ☐ Works within program requirements ☐ Responds to student needs as well as confidentiality or policy/protocol in dealing with adolescent situations ☐ Creates and manages a safe physical, social, and emotional environment ☐ Expresses and adheres to clear relationship boundaries with students	☐ Consistently welcomes feedback and shows considerable growth ☐ Solution-oriented in behavior modification ☐ Models integrity and ethical conduct ☐ Maximizes program-related opportunities ☐ Detects warning signs and incorporates preventative measures to complement policy/protocol in adolescent situations ☐ Works with students to create and manage a safe physical, social, and environment ☐ Models appropriate behavior within student-teacher relationship framework
Overall Rating:	**Unacceptable ☐**	**Acceptable ☐**	**Target ☐**
2.Communication and Collaboration	☐ Communicates in an unclear, disrespectful, or inappropriate manner ☐ Is overly shy, withdrawn, or unable to communicate with others ☐ Written and/or oral communication is not clear or grammatically correct ☐ Shows inappropriate or inconsistent communication with colleagues, support service personnel, and/or parents ☐ Does not communicate with mentor teacher and UC in a timely manner ☐ Has difficulty working with others ☐ Is ineffective or unwilling to participate in	☐ Communicates clearly, effectively, and in a positive manner ☐ Asks questions and matches communication with context and audience ☐ Written and oral communication is clear and grammatically correct ☐ Shows consistent and effective communication with colleagues, support service personnel, and/or parents ☐ Communicates in a timely manner with mentor teacher and UC ☐ Is able to collaborate well with others ☐ Often contributes as a team member in finding	☐ Fosters communication with others that is meaningful and reciprocal ☐ Actively shares ideas and seeks input from others in communication ☐ All forms of communication are clear, grammatically correct, and professional ☐ Facilitates positive and open two-way communication with colleagues, support service personnel, and/or parents ☐ Proactive in communicating with mentor teacher and UC to ensure follow-up ☐ Initiates collaborative efforts ☐ Considers team dynamics and context in

Overall Rating:	group problem solving ☐ Unable/unwilling to accept responsibilities **Unacceptable ☐**	solutions to problems ☐ Always accepts assigned responsibilities **Acceptable ☐**	problem resolution ☐ Seeks additional responsibilities **Target ☐**
3..Individual and Cultural Sensitivity **Overall Rating:**	☐ Expresses apathy or disrespect for diversity within the classroom culture ☐ Is judgmental or inflexible in responding to student perspectives and feelings ☐ Is culturally unaware and insensitive ☐ Unwilling or unable to deal with adolescents ☐ Does not consider adolescent interests and external influences (i.e. media, pop culture, technology, etc.) **Unacceptable ☐**	☐ Recognizes and respects diversity within the classroom culture ☐ Recognizes and is open to student perspectives and feelings ☐ Demonstrates cultural awareness ☐ Exhibits sensitivity toward adolescents ☐ Reflects on and acknowledges adolescent interests and external influences (i.e. media, pop culture, technology, etc.) **Acceptable ☐**	☐ Incorporates and promotes diversity within the classroom culture ☐ Seeks and responds appropriately to students perspectives and feelings ☐ Capitalizes on the strengths of diversity ☐ Deals effectively with adolescents ☐ Adapts teaching to include adolescent interests and external influences (media, pop culture, technology, etc.) **Target ☐**
4.Work Habits and Emotional Management **Overall Rating:**	☐ Is often unreliable or disorganized and requires constant supervision ☐ Disregards commitments or fails to follow through on tasks ☐ Takes no initiative ☐ Requirements are met with minimal effort ☐ Is late or absent without notice ☐ Dresses inappropriately for school setting ☐ Does not manage work/personal stress well ☐ Vents frustration inappropriately **Unacceptable ☐**	☐ Is organized and reliable with minimal supervision ☐ Meets commitments and consistently completes required tasks ☐ Takes adequate initiative ☐ Requirements are met with careful effort ☐ Minimal absences/tardies, with notice ☐ Follows required school dress code ☐ Manages work/personal stress well ☐ Frustration does not affect performance **Acceptable ☐**	☐ Is exceptionally organized and independently reliable ☐ Takes ownership of tasks with exemplary follow-through ☐ Consistently takes initiative ☐ Requirements are met exceptionally ☐ Consistently present and punctual ☐ Dresses professionally for school setting ☐ Proactive in reducing work/personal stress ☐ Seeks ways to minimize frustration **Target ☐**
5. Self-Reflection and Professional Development **Overall Rating:**	☐ Expresses disregard for or unwillingness to engage in self-reflection ☐ Shows little awareness of the effect he/she has on others ☐ Complains about participating in professional growth opportunities ☐ Shows disinterest in adolescent, content-specific, and/or general education **Unacceptable ☐**	☐ Reflects on his/her personal and professional characteristics ☐ Monitors impact of own actions and interactions on professional environment ☐ Participates in opportunities for professional growth ☐ Shows interest in adolescent, content-specific, and/or general education **Acceptable ☐**	☐ Is insightful in examining personal and professional characteristics ☐ Reflects on actions and interactions and adjusts to improve environment ☐ Actively seeks out opportunities for professional growth ☐ Shows excitement in adolescent, content-specific, and/or general education **Target ☐**
ADDITIONAL COMMENTS (Please continue as needed on the back of this sheet or on a separate paper):			

Signatures below indicate the teacher candidate and evaluator have read and discussed this form.

Evaluator (Signature)	***Date***	***Teacher Candidate (Signature)***	***Date***