

**PROFESSIONAL DISPOSITION CHECKLIST  
OREGON STATE DOUBLE DEGREE PROGRAM**

Candidate Name \_\_\_\_\_

Rater \_\_\_\_\_ Date \_\_\_\_\_

Use the following scale: **0 = Of Concern**                      **1 = Meets Expectations**

	The teacher candidate...	Rating
Accountability	1. <b>is punctual/dependable</b> [InTASC 9] Arrives at least 10 min before class starts	0   1
	2. maintains professional <b>appearance</b> [InTASC 9] Dresses appropriately	0   1
	3. complies with <b>university/school policies</b> [InTASC 9] Read/is familiar with school handbook, follows the duties and district expectations for classroom rules.	0   1
	4. maintains <b>professional relationships</b> with students [TASC 9] Uses appropriate language, understands boundaries between professional and students (Facebook, snapchat, texting, word choice and which other interactions are appropriate or NOT appropriate)	0   1
	5. arrives <b>prepared</b> for teaching/class Is prepared with materials before classes start, has practiced all technology etc. before the lesson. Lesson plans, materials, technology, seating arrangement are all in place.	0   1
Explain any concerns:		
	<b>The teacher candidate...</b>	<b>Rating</b>
Communication	1. <b>communicates</b> clearly with students and colleagues Responds to emails within 24 hours, communicates to CT, school and supervisor when ill or has to change visits and or expectations. Provides accurate information for contact.	0   1
	2. displays <b>enthusiasm</b> in his/her teaching [InTASC 10] Stays off cell phone/personal computer work when in class, engages in every lesson by helping learners, asks CT to participate, adds ideas and suggestions for lessons. Remains engaged in every lesson and observation.	0   1
	3. <b>adjusts behavior</b> based on professional feedback [InTASC 10] Takes suggestions by CT and supervisor/instructor and tries them out or engages in a discussion as to why did not try out the suggestion. Also, ceases any behaviors as suggested by mentors.	0   1
Explain any concerns:		
	<b>The teacher candidate...</b>	<b>Rating</b>
Relationships	1. is a thoughtful <b>listener and observer</b> [InTASC 3] Gives full focus to students and CT while in school setting. May take notes about classroom procedures, responsibilities, curriculum presentation. Gets to know students individually.	0   1
	2. takes responsibility for <b>making students feel valued</b> [InTASC 3] Initiates discussions with all learners even those who are struggling or disruptive. Individually works with each student on a regular basis. Attends to those needing particular assistance. May attend	0   1

	out of school activities, such as sporting events, music presentations or academic functions.	
	3. helps <b>students value each other</b> [InTASC 3] Takes action when one learner is acting inappropriately to another learner or group of learners during lessons, in hallway and in other areas of the school. Encourages appropriate behavior by modeling, thanking students who are assisting the entire population, provides time to discuss different points of view.	0 1
Explain any concerns:		
	<b>The teacher candidate...</b>	<b>Rating</b>
Learning	1. <b>seeks opportunities</b> to improve his/her practice [InTASC 9] Attends PLC, faculty, IEP meetings, attends parent conferences and other school activities. Asks for feedback from CT/University Supervisor/Instructors and other observers. Asks other teachers for input and ideas to improve teaching. Reads suggested works by those considered experts in an area of knowledge, attends provided workshops, talks with cohort members about their experiences to brainstorm. Develops lessons of interest/appropriate for all. Thinks beyond a traditional curriculum guide	0 1
	2. instructional <b>plans are adjusted/revised</b> based on classroom circumstances, student needs, reflection/feedback [InTASC 7]	0 1
	3. incorporates a <b>variety</b> of instructional strategies [InTASC 8] Uses various grouping strategies, multiple intelligences, field trips, guest speakers, moving while learning. Takes ideas from the university and applies them in the classroom.	0 1
	4. believes <b>all children can learn</b> and persists in helping them achieve success [InTASC 1 and 2] Uses appropriate terms for learners and their actions, finds new ways to engage unengaged or distracted learners during the lesson and in planning the lesson. Finds ways, either by asking, reading, observing to reach each student. Encourages all to learn in a variety of ways. Appreciates other views, ways to achieve and multicultural benefits to the whole.	0 1
Explain any concerns:		