

FSEHD Assessment of Teacher Candidate Dispositions in the College Classroom

Each item below consists of two contrasting behaviors that are indicators of FSEHD professional dispositions. For each item, make a check mark in one of the six spaces closest to the phrase that BEST DESCRIBES THE TEACHER CANDIDATE’S behavior during the time in which you have observed or interacted with him/her. Provide explanations for any negative appraisals.

The candidate:

The candidate:

1. Is unprepared for class	<input type="checkbox"/>	Is prepared for class (PFL)					
2. Fails to ask good questions (either unable or unwilling) that convey interest in gaining knowledge	<input type="checkbox"/>	Asks questions that convey quest for new knowledge or application of previous knowledge in new ways (PFL)					
3. Is disengaged in or disrespectful of learning environment, e.g., does not participate in class discussions/activities, uses cell phone, has private conversations, is texting, etc.	<input type="checkbox"/>	Is engaged in and respectful of learning environment (PFL)					
4. Ignores constructive criticism; unwilling to change practice/attitude/work	<input type="checkbox"/>	Accepts constructive criticism & changes practice/attitude/work accordingly (A)					
5. Reacts inflexibly to changes in schedules, timelines, plans, e.g. shows anxiety, negative attitude, or oversensitivity when change occurs	<input type="checkbox"/>	Adapts flexibly to changes in schedules, timelines, plans (A)					
6. Dismisses alternative positions/viewpoints even when data exist that support them	<input type="checkbox"/>	Considers alternative positions/viewpoints beside one’s own in light of supporting data (A)					
7. Uses language that includes expressions of racism, sexism, heterosexism, classism, or ‘ableism’	<input type="checkbox"/>	Uses inclusive language (CtE)					
8. Dismisses contributions of peers	<input type="checkbox"/>	Responds to/builds on comments of all peers (CtE)					
9. Does not display openness to learning about diverse cultures, ideas, activities and people/students	<input type="checkbox"/>	Embraces learning about diverse cultures, ideas, activities and people/students (CtE)					
10. Shows intolerance of others’ points of view; only acceptable viewpoint is one’s own	<input type="checkbox"/>	Respects others’ points of view (CN)					
11. Dominates class discussions	<input type="checkbox"/>	Listens to classmates’ opinions and					

The candidate:

The candidate:

								discussion contributions respectfully (CN)
12. Shows indifference, anger or contempt to concerns and issues of others	<input type="checkbox"/>	Is responsive to concerns and issues of others (CN)						
13. Has poor attendance or is not punctual	<input type="checkbox"/>	Attends all class meetings and sessions and is on time (WE)						
14. Assignments are late, missing, incomplete, or show little effort	<input type="checkbox"/>	Assignments are complete, on time, and show best effort (WE)						
15. Does not meet his/her commitment to classmates	<input type="checkbox"/>	Upholds his/her commitment to classmates (WE)						
16. Waits for others to get things going; requires prodding to be involved	<input type="checkbox"/>	Takes initiative to get things going (WE)						

Dispositions:

PASSION FOR LEARNING (PfL)

Committed to continuous learning; enthusiastic about one’s content area(s)/discipline(s); willing to learn new knowledge and skills

Conceptual Framework: KNOWLEDGE

ADAPTABILITY (A)

Values flexibility and reciprocity; believes that plans must be open to adjustment and revision; values ongoing assessment; committed to refining practice.

Conceptual Framework: PEDAGOGY/PRACTICE

COMMITMENT TO EQUITY (CtE)

Respects constituents as diverse individuals; disposed to use constituent strengths as basis for growth; appreciates multiple perspectives; is fair; believes all constituents can learn/advance

Conceptual Framework: DIVERSITY

CARING NATURE / CONCERN FOR OTHERS (CN)

Concerned about all aspects of constituents’ well-being; is willing to consult with others and receive help to promote constituent well-being; respectful of others’ privacy and confidentiality

Conceptual Framework: PROFESSIONALISM

WORK ETHIC (WE)

Reliable and trustworthy; takes pride in one’s work; responsible for one’s actions; has integrity; is willing to take initiative, follow through, and work cooperatively

Conceptual Framework: PROFESSIONALISM