

Stage III
LHUP Dispositions Evaluation
Student Teaching Supervisor

Lock Haven University believes that all candidates in teacher education programs should demonstrate values, commitments, and professional ethics that are consistent with the expectations of our area school districts and surrounding communities. The following list of ten dispositions and identifying observable behaviors are desirable in all Lock Haven University faculty, cooperating teachers and preservice teacher candidates. Some of these dispositions have been derived from the dispositions identified by the INTASC Principles.

Directions:

Step One: The student teaching supervisor will meet with the student teacher to review the disposition evaluation and action plan completed at the conclusion of the professional semester (Stage II.5 Disposition Evaluation).

Step Two: Near the end of the first student teaching placement, the co-operating teacher will administer the Disposition Survey. The student teacher will compile the survey data and complete the Disposition Survey Summary Section in LiveText.

Step Two: At the conclusion of the first student teaching placement, the supervisor will evaluate the student teacher using the attached evaluation chart.

Step Three: The student teaching supervisor and the student teacher will review the disposition evaluation completed by the supervisor and the summary of the data collected using the Student Teacher Disposition Survey (completed by Pre-K through grade 12 students).

Step Four: After reviewing both the Disposition Evaluation and the Student Teacher Disposition Survey Data, the student teacher will develop a new action plan that addresses areas still in need of improvement. This action plan is to be completed during the second student teaching assignment. If no further improvement is needed by the Student Teacher then the evaluation process is concluded.

Step Five: If an action plan is created for the second student teaching placement, then Steps Two and Three are repeated.

Step Six: All Stage III Disposition Evaluation Forms should be filed in the Teacher Education Office when completed.

Dispositions

1. The effective practitioner demonstrates *oral communication skills* that include: An absence of distracting mannerisms, an absence of repetitious words, an ability to speak at appropriate pace, correct grammar usage, an ability to enunciate words correctly, an ability to project his/her voice, developmentally appropriate language level, professionally appropriate word usage, and organization of thought.
2. The effective practitioner demonstrates *written communication skills* that include: Organization of thought, correct grammar usage, appropriate language for the reader, clear and concise writing, correct mechanics, professional tone, and professional language.
3. The effective practitioner demonstrates *collaboration skills* that include: An ability to organize roles for all professionals and paraprofessionals within the classroom, an ability to interact in a professional manner with colleagues and parents, an ability to work within a team of professional, acceptance of constructive criticism, an ability to seek feedback, acceptance of equality of the workload, and maintaining responsible behavior with borrowed materials.
4. The effective practitioner demonstrates *reflective skills* that include: An ability to self-evaluate, a willingness to make changes based on self-evaluation including reteaching, a willingness to formulate measures for self-improvement, an ability to make adjustments to the lesson while teaching, an ability to use spontaneous situations to adjust teaching, an ability to use students' strengths as a basis for growth, and their errors as an opportunity for learning.
5. The effective practitioner demonstrates *preparedness* by exhibiting behaviors that include: Arriving at school on time/ Leaving school at contracted time, preparing lessons in advance, preparing all needed materials for lesson, promptness in returning student work, preparing lesson assessments in advance of lesson, planning alternative approaches to modify instruction if needed, carrying out professional responsibilities in a timely manner i.e. attendance, grade reports etc.
6. The effective practitioner demonstrates *professional commitment* by exhibiting behaviors that include: Applying current research in teaching methods, prompt notification of absences, a willingness to make-up time missed due to absence, a willingness to give extra "out of class" time to school-related activities, and participating in a professional association.

7. The effective practitioner demonstrates a positive attitude by exhibiting behaviors that include: Enthusiasm; such as smiling, use of animated language, actively engaging students, using praise, not just correction, a willingness to receive other's ideas and suggestions, an acceptance and willingness to carry out professional responsibilities, using nonconfrontational body language, using body language that suggests active listening, and using a nonrebuking tone of voice.
8. The effective practitioner demonstrates ethical behaviors that include: Non-bias treatment of students, maintenance of student confidentiality, maintenance of appropriate student-teacher relationship, respecting all students, parents, and colleagues regardless of diverse background, maintenance of personal integrity, abiding by school and school district rules and policies, and respecting laws within the community
9. The effective practitioner demonstrates a level of independence by exhibiting behaviors that include: Developing own ideas, initiative in completing classroom tasks, and a limited need for reassurance
10. The effective practitioner demonstrates flexibility by exhibiting behaviors that include: An ability to adjust to daily schedule changes, a willingness to modify instruction, an ability to proceed following an interruption, an ability to adjust instruction for the unexpected, and an ability to adjust to a changing curriculum.

**Stage III
Disposition Self-Evaluation and Action Plan**

Illegible forms will not be accepted!

Student Name _____ ID Number _____ Education Program _____

Signature of Student Teaching Supervisor _____

<i>Dispositions</i>	<i>To be completed by the Student Teaching Supervisor</i>			<i>To be completed by the Student Teacher</i>	
	<i>Satisfactory</i>	<i>Areas for improvement</i>	<i>Provide justification for each area that needs to be improved by identifying specific behaviors that should be corrected.</i>	<i>Enter Student Survey Data: Record any behaviors that students suggested should be improved.</i>	<i>Develop a plan of activities that you intend to complete to correct each disposition that needs improved.</i>
Oral Communication Skills					
Written Communication Skills					

<i>Dispositions</i>	<i>To be completed by the Student Teaching Supervisor</i>			<i>To be completed by the Student Teacher</i>	
	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Provide justification for each area that needs to be improved by identifying specific behaviors that should be corrected.</i>	<i>Enter Student Survey Data: Record any behaviors that students suggested should be improved.</i>	<i>Develop a plan of activities that you intend to complete to correct each disposition that needs improved.</i>
Collaboration Skills					
Reflective Skills					
Preparedness					
Professional Commitment					

<i>Dispositions</i>	<i>To be completed by the Student Teaching Supervisor</i>			<i>To be completed by the Student Teacher</i>	
	<i>Satisfactory</i>	<i>Needs Improvement</i>	<i>Provide justification for each area that needs to be improved by identifying specific behaviors that should be corrected.</i>	<i>Enter Student Survey Data: Record any behaviors that students suggested should be improved.</i>	<i>Develop a plan of activities that you intend to complete to correct each disposition that needs improved.</i>
Positive Attitude					
Ethical Behaviors					
Level of Independence					