

FIELD EXPERIENCE – DISPOSITIONS CHECKLIST*
PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE
 REQUIRED: COACH & CANDIDATE

ASC CANDIDATE: _____ DATE : _____

* MODIFIED FROM THE UNIVERSITY OF TAMPA: *DISPOSITIONS ASSESSMENT IN TEACHER EDUCATION: DEVELOPING AN ASSESSMENT INSTRUMENT FOR THE COLLEGE CLASSROOM AND THE FIELD*

CHARACTERISTICS MAY INCLUDE:

<p>DEMONSTRATES PROFESSIONALISM</p> <ul style="list-style-type: none"> ▪ RESPONDS TO EMAILS PROMPTLY ▪ EXHIBITS PUNCTUALITY INCLUDING OPEN HOUSES, FACULTY MEETINGS, ETC... ▪ EXHIBITS REGULAR ATTENDANCE INCLUDING OPEN HOUSES, FACULTY MEETINGS, ETC... ▪ MAINTAINS PROFESSIONALISM AS PER THE CALIFORNIA OF ETHICS ▪ PROMPT IN MEETING REQUIREMENTS ▪ PROMOTE CONFIDENTIALITY AND STUDENT ANONYMITY ▪ APPEARS IN A PROFESSIONAL MANNER IN COMPLIANCE TO SCHOOL DRESS CODE <div style="border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>	<p>DEMONSTRATES A POSITIVE AND ENTHUSIASTIC ATTITUDE</p> <ul style="list-style-type: none"> ▪ GOES ABOVE AND BEYOND MINIMUM REQUIREMENTS ▪ SEEKS SOLUTIONS TO PROBLEMS AND/OR CONCERNS ▪ ENCOURAGES STUDENTS, PEERS, STAFF, PARENT(S)/GUARDIAN(S), ▪ HAS HIGH EXPECTATIONS FOR ALL ▪ MODELS DESIRED BEHAVIORS ▪ WILLING TO IMPLEMENT NEW INSTRUCTIONAL STRATEGIES ▪ OPENLY AND ACTIVELY ENGAGED WITH STUDENTS, STAFF, PARENTS/GUARDIANS AND COMMUNITY MEMBERS ▪ DEMONSTRATES A POSITIVE PROMOTION OF THE SCHOOL'S VISION AND MISSION ▪ PROMOTES POSITIVE CULTURAL SENSITIVITY <div style="border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>
<p>DEMONSTRATES EFFECTIVE ORAL COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> ▪ CAN USE LANGUAGE CONFIDENTLY TO EXPRESS IDEAS ▪ VARIES ORAL COMMUNICATION TO ENGAGE STUDENTS, STAFF, PARENT(S)/GUARDIAN(S), ▪ MODELS APPROPRIATE LANGUAGE ▪ COMMUNICATES EFFECTIVELY AND APPROPRIATELY ▪ FACILITATES COMMUNICATION ▪ ARTICULATE <div style="border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>	<p>DEMONSTRATES EFFECTIVE WRITTEN COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> ▪ COMMUNICATES WITH PARENT(S)/GUARDIAN(S), SUPERVISORS, AND PEERS RESPECTFULLY ▪ DEMONSTRATES GOOD WRITING STRATEGIES TO INCLUDE CORRECT SPELLING AND GRAMMAR ▪ EFFECTIVELY COMMUNICATES IDEAS IN WRITTEN FORM ▪ DEMONSTRATES PROFESSIONALISM WHEN COMMUNICATING VIA EMAILS ▪ DISTINGUISHES THE NEED FOR FORMAL AND INFORMAL WRITING STYLES ▪ AWARE OF THE PARENT(S)/GUARDIAN(S) IN REGARD TO FIRST LANGUAGE WHEN COMMUNICATING IN WRITTEN FORM (EX: NEWSLETTERS, PERMISSION SLIPS, ETC...) <div style="border: 1px solid black; width: fit-content; margin: 0 auto; padding: 5px;"> 1 2 3 4 </div>
<p>EXHIBITS AN APPRECIATION AND VALUE FOR DIVERSITY</p>	<p>IS PREPARED TO <u>TEACH</u> AND LEARN</p>

FIELD EXPERIENCE – DISPOSITIONS CHECKLIST*
PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE
 REQUIRED: COACH & CANDIDATE

- APPROACHES DIVERSITY WITH A POSITIVE ATTITUDE
- EMBRACES ALL DIVERSITIES/DIFFERENCES TO INCLUDE RACIAL, SES, AND LEARNING STYLES
- DOES NOT USE STEREOTYPES AND AVOIDS BIASES AND PREJUDICES
- CREATES A “SAFE CLIMATE” WHERE ALL CULTURES ARE ACCEPTED
- TARGETS DIVERSITY ACCEPTANCE AND AWARENESS
- PROMOTES A POSITIVE SCHOOL CLIMATE

1	2	3	4
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- ACCEPTS CONSTRUCTIVE CRITICISM AND COGNITIVE COACHING FROM COACH
- MODIFIES LEADERSHIP PERFORMANCE ACCORDINGLY AFTER CONSTRUCTIVE CRITICISM
- DRAWS FROM A VARIETY OF RESOURCES AND INSTRUCTIONAL STRATEGIES
- DEMONSTRATES KNOWLEDGE OF STATE STANDARDS AND COMMON CORE STANDARDS
- REFLECTS ON DATA; INFORMED BY DATA
- ARRIVES TO CLASS PLANNED AND PREPARED
- SEEKS NEW KNOWLEDGE
- WORKS INDEPENDENTLY OR COLLABORATIVELY

1	2	3	4
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FIELD EXPERIENCE – DISPOSITIONS CHECKLIST*
PROFESSIONAL ATTRIBUTES AND CHARACTERISTICS SCALE

REQUIRED: INSTRUCTOR, SUPERVISOR, AND STUDENT (SELF-REFLECTION)

<p>COLLABORATES EFFECTIVELY WITH PEERS AND PROFESSORS</p>	<p>IS A REFLECTIVE PRACTITIONER</p>
<ul style="list-style-type: none"> ▪ SEEKS PARENT(S)/GUARDIAN(S), PARTICIPATION ▪ COLLABORATES WELL WITH OTHERS ▪ ENGAGES IN FRIENDLY DIALOGUE ▪ UNDERSTAND HIERARCHY BETWEEN FACULTY AND STUDENTS ▪ COORDINATES REGULARLY WITH PEERS, MENTOR, TEACHERS, AND SUPERVISOR ▪ WILLINGNESS TO SHARE SUCCESSFUL TEACHING STRATEGIES ▪ HELPS FACILITATE AND IMPROVE EFFECTIVE COMMUNICATION DURING CLASSROOM INTERACTIONS 	<ul style="list-style-type: none"> ▪ TAKES INITIATIVE TO FIND SOLUTIONS AND SOLVE PROBLEMS ▪ USES DATA TO IMPROVE INSTRUCTION AND/OR TO MODIFY LESSON “IN PROGRESS” WHEN NEEDED ▪ TAKES ACCOUNTABILITY FOR ACTIONS ▪ GOES ABOVE AND BEYOND MINIMUM REQUIREMENTS ▪ WORKS AND HANDLES RESPONSIBILITIES INDEPENDENTLY; IMPROVISES WHEN NEEDED ▪ IDENTIFIES AREAS FOR GROWTH ▪ SOLICITS FEEDBACK AND MAKES IMPROVEMENTS <p align="center">1 2 3 4</p>
<p>EXHIBITS 1 2 3 4 CONCERN TO PROMOTE GOALS AND A POSITIVE ENVIRONMENT</p>	<p>EXHIBITS RESPECT FOR SUPERVISORS, MENTORS, PARENT(S)/GUARDIAN(S), ADMINISTRATORS, AND STUDENTS</p>
<ul style="list-style-type: none"> ▪ DEMONSTRATES APPROPRIATE SELF-REGULATION WHEN DISCUSSING SENSITIVE ISSUES ▪ DOES NOT BRING PERSONAL PROBLEMS TO CLASS ▪ DOES NOT OVERREACT TO CRITICISM ▪ SENSITIVE TO THE FEELINGS OF OTHERS ▪ MANAGES HIGH-DEMAND TASKS WELL ▪ MANAGES MULTIPLE TASKS WELL ▪ DOES NOT ALWAYS APPEAR TOO BUSY OR STRESSED ▪ ACCEPTS CONSTRUCTIVE CRITICISM FROM SUPERVISOR, MENTOR, AND PEERS <p align="center">1 2 3 4</p>	<ul style="list-style-type: none"> ▪ REFRAINS FROM DEROGATORY VERBIAGE AND REMAINS PROFESSIONAL AT ALL TIMES ▪ USES DIPLOMACY ▪ ADDRESSES PEOPLE APPROPRIATELY ▪ LISTENS TO SUPERVISORS, MENTORS, PARENT(S)/GUARDIAN(S), ADMINISTRATORS, AND STUDENTS ▪ KEEPS MEETING APPOINTMENTS ▪ DOES NOT USE ELECTRONIC DEVICES OF ANY TYPE IN/DURING CLASS ▪ MAINTAINS A RESPECTFUL TONE AT ALL TIMES ▪ DOES NOT EXHIBIT A SENSE OF ENTITLEMENT <p align="center">1 2 3 4</p>

4-POINT SCALE	DESCRIPTION	TOTAL POINTS EACH SECTION
4	EXEMPLARY	8
3	ACCEPTABLE	6-7
2	NEEDS REMEDIATION CONFERENCE WITH INSTRUCTOR	4-5
1	UNACCEPTABLE. FURTHER ACTION MAY BE TAKEN, WHICH MAY INCLUDE A PROFESSIONAL GROWTH PLAN	0-3

✓ IF 1 OR MORE AREAS ARE ISSUED A SCALE RATING OF 1, A PROFESSIONAL GROWTH PLAN MUST BE DEVELOPED.

✓ IF 2 OR MORE AREAS ARE ISSUED A SCALE RATING OF 2, A PROFESSIONAL GROWTH PLAN MUST BE DEVELOPED.

DISPOSITION:	POINTS (1-4)	✓ AREA(S) NEEDING PGP
DEMONSTRATES PROFESSIONALISM		
DEMONSTRATES A POSITIVE AND ENTHUSIASTIC ATTITUDE		
DEMONSTRATES EFFECTIVE ORAL COMMUNICATION SKILLS		
DEMONSTRATES EFFECTIVE WRITTEN COMMUNICATION SKILLS		
EXHIBITS AN APPRECIATION AND VALUE FOR DIVERSITY		
IS PREPARED TO LEARN		
COLLABORATE EFFECTIVELY WITH PEERS AND PROFESSORS		
IS A REFLECTIVE PRACTITIONER		
EXHIBITS THE EMOTIONAL INTELLIGENCE TO PROMOTE GOALS		
EXHIBITS RESPECT FOR PEERS AND PROFESSORS		

* 28 OR BELOW = *PROFESSIONAL GROWTH PLAN*

* 29 = REMEDIATION CONFERENCE WITH INSTRUCTOR/COORDINATOR

ASC CANDIDATE

_____ DATE _____

SUPERVISING COACH

_____ DATE _____