

**TENNESSEE STATE UNIVERSITY
ADMISSION TO TEACHER EDUCATION PROGRAM
DISPOSITIONS ASSESSMENT FORM**

Please complete this form and return it to the Office of Teacher Education: teachercertification@tnstate.edu

Teacher Candidate: _____ T: _____

Email: _____ Circle Current Semester: F SP SU

Year: _____ College: _____ Degree _____ Major _____

The information requested below is to be used in determining the applicant's qualification for admission into the Teacher Education Program. This information will be available to the Teacher Education Committee and may be available for review by the student upon their request.

PLEASE CHECK THE APPROPRIATE BOX TO INDICATE YOUR RATING OF THE CANDIDATE.

Instructions: To inform your ratings review the sub-elements (A, B, C, ...) listed below each of the seven overall dispositions. However, provide an overall rating for each category, even if all of the specific behaviors were not seen.

- 0 – **Unacceptable** - performance is not acceptable for prospective teacher.
- 1 – **Developing** - performance is acceptable but is not at the level of a beginning teacher.
- 2 – **Acceptable** – performance is at the level of a beginning teacher.
- 3 – **Exemplary** – performance exceeds the level expected of a beginning teacher.
- N/O – Not observed

The applicant demonstrates or has the potential to demonstrate for following:

Disposition 1: Plan	0	1	2	3	N/O
Values learners' experiences and strengths as a basis for growth and their errors as learning opportunities.					
A. Uses aggregated and disaggregated data from state assessments, and classroom formal and informal assessments to identify the diverse needs of students as a whole class, as groups, and as individuals. (KSD 1.C.1) B. Plans and designs content instruction that is developmentally appropriate and includes strategies, activities, and assessments appropriate to the content and learner. (KSD 1.C.2) C. Plans and designs evaluations and assessments for diverse students. (KSD 1.C.3)					

Disposition 2. Maximize Learning	0	1	2	3	N/O
Provides quality education to all learners, encourages critical thinking and self efficacy, and believes in and helps all to succeed.					
A. Paces the presentation of concepts appropriately to build students' capacity for critical thinking, problem solving, and clarifies when students misunderstand. (KSD 2.A.2) B. Uses questioning techniques appropriate to the content and structures activities that require students to use higher order thinking. (KSD 2.A.3) C. Emphasizes student ownership of learning through connecting the content and content standards to employability and/or postsecondary education. (KSD 2.B.1) D. Communicates the content to students through research based methods, activities, and materials specific to the content that are differentiated for diverse learners. (KSD 2.B.4)					

Disposition 3. Evaluate	0	1	2	3	N/O
Facilitates ongoing learning through reflection and assessment.					
A. Uses state and national academic content standards, curriculum guides, and state assessment outcomes as a framework for reflection. (KSD 3.C.1) B. Analyzes state academic content standards and state performance indicators to assure that standards have been taught to the level of understanding assessed by the standard.(KSD 3.C.2)					

C. Reflects on strategies, methods, materials, and activities used in instruction and seeks feedback from colleagues. (KSD 3.C.3)
 D. Demonstrates efficacy with struggling students and diverse groups. (KSD 3.C.4)

Disposition 4. Manage	0	1	2	3	N/O
Maintains a positive and productive learning environment that both encourages and protects learners.					

A. Exhibits enthusiasm and positive disposition toward the content area and conveys high expectations for success to students. (KSD 4.A.1)
 B. Establishes clear classroom standards and expectations for behavior that emphasize self-control, self-discipline, collaboration, and mutual respect among students and teacher. (KSD 4.A.2)
 C. Establishes clear classroom standards and expectations for achievement that focus upon content knowledge, engagement in purposeful learning, high academic performance, and ownership of learning. (KSD 4.A.3)

Disposition 5. Model Professionalism	0	1	2	3	N/O
Consistently demonstrates caring, fairness, responsibility, professional dress and behaviors, appropriate interactions, professional standards and ethics, commitment to service, and respect for all learners and constituents.					

A. Engages in dialogue with students, colleagues, parents, administrators and stakeholders and consistently demonstrates respect, accessibility, and expertise. (KSD 5.C.1)
 B. Performs assigned duties in a timely manner with instructional and non-instructional responsibilities. (KSD 5.C.2)
 C. Dresses appropriately for the situation (i.e. wears appropriate attire for teacher in schools settings).

Disposition 6. Communicate	0	1	2	3	N/O
Habitually communicates effectively in all teaching and learning interactions, cooperates with all constituents, and values the communication of others.					

Works cooperatively with parents, peers, faculty, school personnel and other professionals to promote the education and well-being of all students.

Disposition 7. Specialize	0	1	2	3	N/O
Demonstrates dispositions consistent with specialty area(s) standards in order to facilitate the success of all.					

Demonstrates professional dispositions while engaging in professional responsibilities related to content mastery, based on Tennessee and specialized professional association (SPA) criteria. (KSD 7.A.3)

Do you think this candidate possesses the necessary qualifications and characteristics for admission to the TSU Teacher Education Program? _____ Yes _____ No

Please provide comments regarding dispositions of the candidate or address other items (e.g., professional appearance, tactfulness, etc...)

Rated by:

Signature: _____ **Position/Title:** _____

Print Name: _____ **Date:** _____

Email: _____ **Phone:** _____

Please indicate your relationship to the student:

_____ **Advisor** _____ **Instructor** _____ **K-12 Teacher/Principal/Counselor**

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