

**CATE Mentor Teacher/Teacher Candidate
Information Packet 2021-22**



UNIVERSITY OF
ARKANSAS.

Welcome Back!

I hope this finds you all doing well and gearing up for another exciting year of education! The purpose of this packet is to get us on the same page regarding the CATE teacher candidates (TC), documentation forms, and schedules. Details about each of these pages were shared at the UA Opening Day for mentors and teacher candidates.

Dr. Orr has developed an excellent website with all of the forms and expectations for the student internship. **The link is:** <https://uacate.weebly.com/> The student teaching handbook is also located on this website, along with a wealth of teaching resources. We appreciate Dr. Orr's diligence in collecting this information and posting it all in one easy to use site. Please bookmark this page as you will need to reference this throughout the semester. Take time to read the handbook and expectations on our CATE Weebly, as this document is a brief outline but not an all-inclusive summary of our expectations.

The following is an overview of the items located within this packet:

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OBSERVATION HOUR DESCRIPTIONS

FALL Expectations:

*Teacher candidates will spend time getting to know the mentor teacher, observe mentor teacher, complete an interview, and teach one lesson in October and one lesson in November at field placement.

CATE 4013-5013: Teaching Strategies

Requirements: Teach TWO lessons (One in October, one in November)

For each lesson, TCs will submit a lesson plan at least three days in advance AND a reflection one day after their lesson. TCs are required to INVITE me to come see both lessons. When you invite me be sure to include in your email the following information: Your name, Cooperating School, Mentor's name, Classroom number, Date you will teach, Time of the day you will teach, Topic you will teach. If possible, also send me the link to Google Hangout/Zoom so that I can attend virtually. I will do my best to see at least one of your lessons, either virtually or in person.

Additionally, make time this fall to interview your mentor teacher and compile this information into an organized document. DO NOT WAIT UNTIL THE LAST MOMENT TO BEGIN THIS ASSIGNMENT.

Interview questions must include but are not limited to:

- o What is your mentor teacher's name, phone number and email?
- o Class Schedule by period with times (Fall and Spring)
- o Copy of course syllabus for each course you will teach (Fall and Spring)
- o Classroom policies and procedures
- o List of textbook(s) and/or resources you will be using for each course
- o Class rosters with exceptional students noted (Fall and Spring-if possible)
- o Spring calendar for your cooperating school: When they start school, professional development days, holidays, spring break, etc.
- o Dates for scheduled lessons in October and November with topics/frameworks
- o CTSO schedule of events
- o What time are you expected to report to school?
- o Where can you park?
- o Where do you sign in or what is the procedure for checking in?
- o What are the "Unspoken" rules at your cooperating school?
- o What are the top three expectations the mentor teacher has for you?

CATE 4033/5033: Assessment

Requirements: While interaction with your mentor is not required for this course, I HIGHLY recommend you use them as a resource. While you are observing, ask if they have any favorite assessments or test prep practices. You will also want to discuss with them how THEY have mapped out the courses for this year. While you are not REQUIRED to map your course just as they have, following a similar format ensure a smooth transition in the spring. Be sure to collect samples of their assessments to use as a reference for creating your own assessment pieces for the spring.

CATE 4023/5023: Classroom Management

Requirements: Observe 15 hours of classroom management

Complete documentation supplied by the instructor for each observation. Complete at least one TESS observation on your mentor and discuss your findings with the mentor. Complete at least one TESS observation on another teacher at your school that your mentor teacher recommends you observe. (Mentor teachers—who is known for their excellent classroom management at your school?)

SPRING 2021 Expectations:

The first week of the spring semester we expect all TCs to get to know the students, help with taking roll, assist with duty, pass back papers, and any other duties you want to assign. Some TCs are ready to start teaching one class this week. By the next week, TCs should be teaching at least half of the classes, and by the third week they should have all of the classes. We know every school and every TC are different, so we trust mentors and TCs will collaborate and work out this transition, monitoring and adjusting as needed. We expect TCs to get to school when mentors get to school, to stay until mentors leave, to participate in all Career and Technical Student organization activities, and to complete any professional development mentors complete this spring.

TCs are expected to submit lesson plans to mentors by Friday. Mentors are expected to edit, revise, and collaborate with TCs. While TCs are not required to post lesson plans for the first week, each TC should be collaborating with his/her mentor so that they can be prepared to teach classes next week and the week after. TCs are expected to submit lesson plans to Google Classroom by Monday at 8:00 AM. This process will begin the week of January 17-21. Teacher candidates should have lesson plans for the week of January 17-21 to mentors by Friday January 14th, then following the mentor's advice, they should modify those plans and have them submitted to Google Classroom by 8:00 AM on January 17th. TCs should have detailed lesson plans that clearly outline what they are doing every day. (SEE LESSON PLAN TEMPLATE.) Some TC lesson plans will be longer than others due to the class time allotted. I always advise TCs to add in MORE than needed. Teacher candidates will be looking to mentors for assistance with the timing issue, so please advise them as needed.

TCs should NOT be absent, except when they are attending Seminar or other University events. *Any* date that the TC is out of class he/she is responsible for creating lesson plans and leaving them for mentors. See attached file for Seminar dates. TCs will be on the University campus all day during Seminar classes and are expected to leave mentors detailed lesson plans to follow. TCs should complete the Subteach application process so they are eligible to substitute for their mentor during the spring semester. COVID NOTE: If a TC is not able to attend their internship in person, they are required to complete a Google form for each day they are out of the classroom to document the work they are accomplishing while in a virtual setting. The form can be found [HERE](#).

Please don't hesitate to contact me at any point if you have any questions. Feel free to email, call or text. My cell phone is 501-912-8624 and my office number is 479-575-2581.

Sheri Deaton

sddeato@uark.edu

CATE Lesson Plan Template

Teacher Name: _____

Grade/Name of Course: _____

Curriculum Framework Unit: _____

Standard(s): _____

References/Resources: _____

Materials and equipment needed for lesson:

Objectives: The learners will be able to.....

1. Remember what you've been taught about Blooms taxonomy, depth of knowledge questions, and the importance of objectives being written in a measurable and specific way. What will the students be able to do or learn as a result of this lesson?

HOT (Higher Ordered Thinking) Questions:

*Every day teacher candidates are expected to ask at least two higher ordered thinking questions. HOT questions should be included on every lesson plan.

Introduction to the Lesson/Hook:

*How will you introduce this lesson? Be creative! Explain what you will do/say/show to introduce this lesson. This is perfect place to tell students what you are going to do for the day, to state the objectives, to tie in what they learned yesterday, and to give them the "road map" for the day today. Especially in self-driven courses, let students know where they should be by the end of the class today.

Content to be presented in lesson:

*This will be the longest part of your lesson plan. You need to write out ALL of the facts/information you will be sharing with the class regarding this topic. This will be many paragraphs long. Think of this as a SCRIPT for what you will say to explain the content of this lesson.

Learning activities/procedures:

- You can use bullet points here to outline your activities for this lesson.
- Activities might include: video to introduce lesson, state objectives or have students read objectives from the board, guided discussion, lab activity, cooperative learning activity, swat-it review game; closure.
- Remember to use innovative techniques. Make this a fun and exciting lesson YOU would want to sit through.

Summary/Closure/Review of Content:

*Write two sentences that you could say that should summarize what students should have learned for the day. If you have an activity for students to do as a way to close the class, write about that activity here. What will you say that ties up what students should have learned or have been able to master as a result of your instruction today? Verbalize this to them! What are the last words your students will hear you say today? Using words of affirmation, fun quotes, or silly statements will often help them leave your class with a smile, wanting to come back tomorrow.

Evaluation/assessment of student learning:

*How are you going to assess student learning? How are you going to KNOW they learned what you taught them? What will your assessment techniques be? Are you going to use a variety of formative assessments or one summative assessment? List your evaluation methods here. Essential questions you will ask to check for understanding can be listed here.

Modifications for exceptional learners:

*List what you will do for students with IEPs or 504s here. Documenting your efforts to reach these students is essential! You never want to walk into a conference without sufficient evidence that you have done EVERYTHING you possibly can to help all students succeed.

Spring 2022 Required Documentation Deadlines

Documentation Form	Completed By	Date due to sddeato@uark.edu
TESS Documentation Form Domains 1-4	University Supervisor	February 2022
TESS Documentation Form Domains 1-4	University Supervisor	March 2022
TESS Documentation Form Domains 1-4* Observation 1	Mentor Teacher	March 18, 2022
Educator Disposition Assessment	Mentor Teacher	March 18, 2022
TESS Documentation Form Domains 1-4	University Supervisor	April 2022
TESS Documentation Form Domains 1-4* Observation 2	Mentor Teacher	April 29, 2022
Educator Disposition Assessment	Mentor Teacher	April 29, 2022
Summative Evaluation Form	University Supervisor	April 29, 2022
Summative Evaluation Form	Mentor Teacher	April 29, 2022
Summative Evaluation Form	Teacher Candidate	April 29, 2022
Mentor Evaluation and Input	Mentor Teacher	April 29, 2022
Mentor Teacher Assessment of CATE Program	Mentor Teacher	April 29, 2022
Mentor Teacher Evaluation Form	Teacher Candidate	April 29, 2022

*During the fall semester, mentor teachers should observe the TCs as they teach a lesson during October and November. Focus on Domains 2 & 3, giving feedback regarding strengths and areas for improvement. Feedback shared with TC is critical for their continued growth and success.

*Mentor teachers are to observe TCs and complete one TESS Documentation form prior to spring break. The university supervisor will observe the TC three times this semester and complete the TESS Documentation form for all three observations. TCs will be expected to complete the post observation questions either via email or with a conference with the University Supervisor.

*Summative Evaluation forms must be completed by the university supervisor, TC, and mentor teacher.

*Educator Disposition Assessment will be completed by the TC during Seminar, and by the mentor teacher prior to spring break and once again at the end of the semester.

All forms are to be emailed to Dr. Deaton: sddeato@uark.edu

Mentor Evaluation and Input – Spring 2022

To Be Completed at the End of the Student Teaching Experience

Student Name:

Mentor Name:

Date:

Based on your experiences with this candidate, please **highlight** the number that reflects your estimation of the student's overall performance.

1 - (Poor), 2 - (Fair), 3 - (Satisfactory), 4 - (Above Average), 5 - (Excellent)

Lesson Plans 1 2 3 4 5

Lesson Presentations 1 2 3 4 5

Professionalism 1 2 3 4 5

Classroom Management 1 2 3 4 5

Disposition 1 2 3 4 5

How successful do you feel this student will be in the teaching profession?

Comments: Please provide any comments that you feel would help us place candidates in the future.

**Mentor Teacher Assessment of the U of A Career and Technical Education Program
Spring 2022**

To evaluate the U of A career and technical education program, please circle the numeral of your rating on a scale ranging from **5 = Strongly Agree (SA)** to **1 = Strongly Disagree (SD)**.

When you finish, return the completed questionnaire to Dr. Sheri Deaton, sddeato@uark.edu. Your perspective is an essential part of this process. Thank you for completing this survey.

	SA				D
1. Candidates bring knowledge of content to their internship experience.	5	4	3	2	1
2. Candidates bring knowledge of educational theories to their internship experience.	5	4	3	2	1
3. Candidates bring knowledge of educational practices to their internship experience.	5	4	3	2	1
4. Candidates demonstrate professional behaviors and dispositions.	5	4	3	2	1
5. Candidates demonstrate competence in classroom management.	5	4	3	2	1
6. Course requirements support TCs in their practical experiences in the partnership schools.	5	4	3	2	1
7. University classes are scheduled at appropriate times for mentor teachers and candidates.	5	4	3	2	1
8. The program provides opportunities for candidates to learn from mentor teachers.	5	4	3	2	1
9. The program provides opportunities for mentor teachers to learn from candidates.	5	4	3	2	1
10. Public school students benefit from having both a candidate and a mentor teacher in the classroom.	5	4	3	2	1
11. Opportunities are provided for mentors to have input in the placement of candidates (TCs).	5	4	3	2	1
12. Placing the candidate with a mentor teacher at the beginning of the semester is beneficial.	5	4	3	2	1
13. Decisions about candidates are made cooperatively by the mentor teacher and the university liaison.	5	4	3	2	1
14. Candidates interact with family and community members to support student learning.	5	4	3	2	1
15. Given your knowledge of the career and technical education program, what do you see as its strengths and weaknesses?					

16. Comments:

**Mentor Teacher Evaluation Form to be completed by Teacher Candidate
Spring 2022
Career and Technical Education Program**

When you finish, return the completed questionnaire to Dr. Sheri Deaton, sddeato@uark.edu. Your perspective is an essential part of this process. Thank you for completing this survey.

Mentor Teacher _____

Candidate _____

Subjects Taught _____

Rating scale: 4 = Always
3 = Usually
2 = Seldom
1 = Never
NA = Not applicable

During my student teaching experience, my mentor teacher

- _____ 1. Scheduled a meeting with me weekly and spent time with me in helping me decide what teaching method and activities to use.
- _____ 2. Team taught with me and developed her part of the lesson plans during the team teaching experiences.
- _____ 3. Provided feedback to me at least twice a week on my progress and how I did on that day's lesson.
- _____ 4. Told me specific things I could do to improve, if needed.
- _____ 5. Was always positive with me.
- _____ 6. Allowed me to use some of her/his past lesson plans and bulletin board materials.
- _____ 7. Was professional as a teacher and had a positive attitude.
- _____ 8. Showed a genuine interest in me as a candidate.
- _____ 9. Would explain policies and procedures with me.

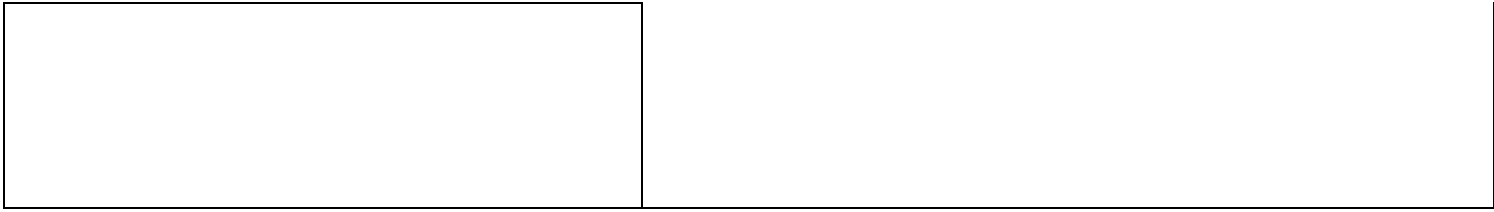
Teacher Candidate:	Date:	School:
Observer:	Grade:	Rotation / Observation #:
Mentor:	Subject:	Program:

TESS OBSERVATION FORM

Key: 1=Ineffective 2=Progressing 3=Effective 4=Highly Effective (See rubric for performance criteria)

Mentors—use this form to evaluate teacher candidates' lessons in the spring semester.

Domain 1: Planning and Preparation		Score	Evidence
A	Demonstrating knowledge of content and pedagogy		
B	Demonstrating knowledge of students		
C	Selecting instructional outcomes		
D	Demonstrating knowledge of resources		
E	Designing Coherent Instruction		
F	Assessing student learning		
Domain 2: The Classroom Environment		Score	Evidence
A	Designing an environment of respect and rapport		
B	Establishing a culture for learning		
C	Managing classroom procedures		
D	Managing student behavior		
E	Organizing physical space		
Domain 3: Instruction		Score	Evidence
A	Communicating with students		
B	Using questioning and discussion techniques		
C	Engaging students in learning		
D	Using assessment in instruction		
E	Demonstrating flexibility and responsiveness		
Domain 4: Professional Responsibilities		Score	Evidence
A	Reflecting on teaching in terms of accuracy and use in further teaching		
B	Maintaining accurate records		
C	Communicating with families		
D	Participating in a professional community		
E	Developing and growing professionally		
F	Demonstrating professionalism		
General Commendations		Focus areas for next observation	



University of Arkansas Teacher Education Performance Criteria with Attributes and Examples 2012
Based upon Criteria Framework, *Teachscape*, 2011

SUMMATIVE EVALUATION

This form is completed at the end of the student teaching experience by the teacher candidate, university supervisor, and mentor teacher.

Teacher Candidate:	Date:	School:
Observer:	Grade:	Rotation / Observation #:
Mentor:	Subject:	Program:

Domain 1: Planning and Preparation
To be completed from responses to questions before and after a lesson. Additional information may be obtained during classroom observation of teaching.

Score		
	a:	Demonstrating knowledge of content and pedagogy
	b:	Demonstrating knowledge of students
	c:	Selecting instructional outcomes
	d:	Demonstrating knowledge of resources
	e:	Designing coherent instruction
	f:	Assessing student learning

Key Effective “Look Fors”	Criteria
<p>Classroom Observation</p> <ul style="list-style-type: none"> ● Clear explanation of content ● Accurate response to student questions ● Questions build on prior k/s <p>Teacher Lesson Plans/Interview</p> <ul style="list-style-type: none"> ● Explains how discipline is organized and has evolved ● Identifies concepts to be taught ● Shares relationship to other disciplines ● Selects appropriate teaching strategies 	<p>a. Teacher is familiar with major concepts/skills of the subject he/she teaches. Familiar with connections between subject and other disciplines.</p> <ul style="list-style-type: none"> - Knowledge of prerequisite relationships - Knowledge of content-related pedagogy <p>Comments:</p>
<p>Teacher Lesson Plans/Interview</p> <ul style="list-style-type: none"> ● Age appropriate ● References current research ● Activities engage inquiry and reciprocal learning process ● Activities/strategies based in formal / informal and ongoing assessment ● Seeks input from parents ● Interest surveys and interviews ● Cultural sensitivity ● Meets with key school personnel ● Accommodations 	<p>b. Teacher demonstrates knowledge of students.</p> <ul style="list-style-type: none"> - Knowledge of child and adolescent development - Knowledge of the learning process - Knowledge of students' skills, knowledge, and language proficiency - Knowledge of students' interest and cultural heritage - Knowledge of students with special needs <p>Comments:</p>
<p>Teacher Plans/Interviews</p> <ul style="list-style-type: none"> ● Connects to national, state, and local standards ● Represents big ideas ● Scaffolded on prior and establishes foundation for future learning that represent the discipline ● Written in terms of LEARN not DO ● Are specific, doable, observable ● Reflect different types of learning ● Provide opportunities for coordination ● Reflect actual and higher-order thinking ● Reflect procedural knowledge ● Reflect conceptual understanding ● Reflect communication skills ● Reflecting reasoning skills ● Reflecting collaboration skills 	<p>c. Teacher selects instructional outcomes.</p> <ul style="list-style-type: none"> - Value, sequence, and alignment - Clarity - Balance - Suitability for diverse learners <p>Comments:</p>

<ul style="list-style-type: none"> • Are suitable for all students 	
Teacher Plans/Interviews <ul style="list-style-type: none"> • Utilizes several and differentiated resources • Stays abreast of subject(s) teaches • Aware of and familiar with resources in and out of school/district • Guest speakers • Field trips • Internet • Professional organizations • Media center, computer lab • Multidisciplinary resources • Artifacts 	d. Teacher demonstrates knowledge of resources. <ul style="list-style-type: none"> - Resources for classroom use - Resources to extend content knowledge and pedagogy - Resources for students Comments:
Teacher Plans/Interviews <ul style="list-style-type: none"> • Suitable to students and learning outcomes • Represent significant cognitive challenge • Differentiated • Engaging • Varied grouping • Clearly defined structure • Reasonably timed 	e. Teacher designs coherent instruction. <ul style="list-style-type: none"> - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure Comments:
Teacher Plans/Interviews <ul style="list-style-type: none"> • Assesses all outcomes • Adapts for groups/students • Identifies clear criteria/standards • Develops appropriate strategies • Uses to plan for future instruction 	f. Teacher assesses student learning. <ul style="list-style-type: none"> - Congruent with instructional outcomes - Criteria and standards - Design of formative assessments - Used for Planning Comments:

Domain 2: The Classroom Environment		
<i>To be completed during observation of a lesson</i>		
Score		
	a:	Designing an environment of respect and report
	b:	Establishing a culture for learning
	c:	Managing classroom procedures
	d:	Managing student behavior
	e:	Organizing physical space

Criteria	Key Proficient “Look Fors”
a: Teacher interactions with students. Students’ interactions with one another.	<ul style="list-style-type: none"> • Teacher calls students by name • Teachers uses “we” statements to make students feel part of the group • Listens to students with care • Polite language is used in interaction between the students and the teacher • Teacher checks with students to find out
Comments:	

	how they feel about the class/lesson
b: The importance of the content. Expectations of learning and achievement. Student pride in work.	<ul style="list-style-type: none"> ● Voice and body language convey enthusiasm ● Student have a choice about how they show what they have learned ● Teacher shares the learning goal for the lesson and explains the lesson's importance and purpose ● Teacher reinforces students' development of conceptual understanding in order for students to demonstrate proficiency of content
Comments:	
c: Routines are clearly established to minimize loss of instructional time. Teacher has established procedures for group work making sure students understand what they are to do and how they are to accomplish it. There are clear procedures to manage transitions, distribution of materials and supplies.	<ul style="list-style-type: none"> ● Guidelines for group work are specified ● Routines are established ● Roles are used when appropriate ● Group members listen respectfully ● Group works to meet learning goal ● Worked productively ● Used time well ● Voice level appropriate ● Materials and supplies are handled smoothly and efficiently
Comments:	
d: Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	<ul style="list-style-type: none"> ● Appropriate and clear standards of behavior ● Alert to student behavior at all times ● Consistency ● Clear consequences ● Demonstrate positive behavior ● Sense of respect ● Responds to serious behavior problems ● Rationale for standards
Comments:	
e: Classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	<ul style="list-style-type: none"> ● Class arrangement ● Use of space appropriate for learning ● Safety ● Access to instruction ● Facilitates learning ● Lesson adjustments ● Traffic pattern
Comments:	

Domain 3: Instruction		
<i>To be completed during observation of a lesson</i>		
Score		
	a:	Communicating with students
	b:	Using questioning and discussion techniques
	c:	Engaging students in learning
	d:	Using Assessment in Instruction
	e:	Demonstrating flexibility and responsiveness

Key Effective "Look Fors"	Criteria
<ul style="list-style-type: none"> ● Written and verbal explanation of lesson purpose ● Directions and procedures are clear to students ● Explanation of content is appropriate and connects to student knowledge and experience ● Clear and correct spoken and written 	a: Expectations for learning. Directions and procedures. Explanations of content.
	Comments:

language	
<ul style="list-style-type: none"> • Teacher’s questions are of high quality • Adequate time provided for response • Genuine discussion among students • Teacher successfully engages all students in discussion 	b: Quality of questions. Discussion techniques. Student participation. Comments:
<ul style="list-style-type: none"> • Assignments are appropriate and students are cognitively engaged • Instructional groups are productive and appropriate for the lesson • Materials and resources are appropriate and engage students mentally • Lesson has a clearly defined structure • Pacing is appropriate 	c: Activities and assignments. Grouping of students. Instructional materials and resources. Structure and pacing. Comments:
<ul style="list-style-type: none"> • Students are fully aware of criteria and performance standards by which work will be evaluated • Monitors the progress of groups making use of diagnostic prompts • Feedback to students is timely and high quality • Students frequently assesses and monitors quality of their own work against criteria 	d: Assessment criteria. Monitoring of student learning. Feedback to students. Student self-assessment and monitoring of progress. Comments:
<ul style="list-style-type: none"> • Makes minor adjustments to lesson in a smooth manner • Successfully accommodates for students’ questions and interests • Anticipates and responds to student differences • Persists in seeking approaches for students who are struggling 	e: Lesson adjustment. Response to students. Persistence. Comments:

Domain 4: Professional Responsibilities

Domain 4: Professional Responsibilities		
Score		
	a:	Reflecting on teaching in terms of accuracy and use in further teaching
	b:	Maintaining accurate records
	c:	Communicating with families
	d:	Participating in a professional community
	e:	Developing and growing professionally
	f:	Demonstrating professionalism

Domain 4: Teacher Professionalism

Key Effective “Look Fors

	Criteria
<ul style="list-style-type: none"> ● Accurately assess lesson's effectiveness in meeting outcomes ● Generally supports judgments ● Suggests future adjustments 	<p>a. Reflecting on teaching.</p> <ul style="list-style-type: none"> - Accuracy - Use in future teaching <p>Comments:</p>
<ul style="list-style-type: none"> ● Fully effective system for maintaining information on student completion of assignments. 	<p>b. Maintaining accurate records</p> <ul style="list-style-type: none"> - Student completion of assignments - Student progress in learning - Non-instructional records <p>Comments:</p>
<ul style="list-style-type: none"> ● Provides frequent information to families ● Communicates regularly about students' progress ● Engages families frequently and successfully ● Volunteers in school events making substantial contribution ● Coordinates with specialists 	<p>c. Communicating with families</p> <ul style="list-style-type: none"> - Information about the instructional program - Information about individual students - Engagement of families in the instructional program
	<p>Comments:</p>
<ul style="list-style-type: none"> ● Mutual support and cooperation <ul style="list-style-type: none"> ● Grade-level/departmental meetings ● Engages in analysis, reflection, discussion and debate with intent to improve ● Actively participates in a culture of professional inquiry <p>Professional development Action research Collaboration</p>	<p>d. Participating in a professional community</p> <ul style="list-style-type: none"> - Participating in a professional community - Involvement in a culture of professional inquiry - Service to the school - Participation in school and district projects <p>Comments:</p>
<ul style="list-style-type: none"> ● Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill ● Welcomes feedback and responds/asks for further feedback 	<p>e. Growing and developing professionally</p> <ul style="list-style-type: none"> - Enhancement of content knowledge and pedagogical skill - Receptivity to feedback from colleagues - Service to the profession <p>Comments:</p>
<ul style="list-style-type: none"> ● Displays high standards of honesty, integrity, and confidentiality in interactions with colleague, students, and the public. 	<p>f. Showing professionalism</p> <ul style="list-style-type: none"> - Integrity and ethical conduct - Service to students - Advocacy - Decision making - Compliance with school and district regulations

<ul style="list-style-type: none">● Volunteers to participate in before/after school programs● Ensures all students have fair opportunity to succeed.● Open minded and participates in team/departmental decision-making.● Consistent and on time in attendance● Consistent and on time in attendance at team and faculty meetings● Dresses appropriately	<p>Comments:</p>
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Educator Disposition Assessment

Name: _____ Date: _____

Evaluator: _____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

Mentors--Complete this form prior to spring break and again in April. We want to document TCs growth and progression. Additionally, if issues are noted that need to be addressed, we need to document our findings and seek to assist TCs through their educational journey.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition	Associated Indicators		
1. Demonstrates Effective Oral Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice <input type="checkbox"/> Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation <input type="checkbox"/> Choice of vocabulary is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors <input type="checkbox"/> Strives to vary oral communication as evidenced of some students demonstrating a lack of participation <input type="checkbox"/> Occasionally uses vocabulary that is either too difficult or too simplistic	<input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment <input type="checkbox"/> Varies oral communication as evidenced by encouraging participatory behaviors <input type="checkbox"/> Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition	Associated Indicators		
2. Demonstrates Effective Written Communication Skills	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Communicates in tones that are harsh or negative as evidenced by fostering negative responses <input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes	<input type="checkbox"/> Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses <input type="checkbox"/> Demonstrates <i>common</i> errors in spelling and grammar	<input type="checkbox"/> Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses <input type="checkbox"/> Demonstrates precise spelling and grammar

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Does not respond to <i>communications</i> and does not submit all assignments <input type="checkbox"/> Fails to exhibit punctuality and/or attendance <input type="checkbox"/> Crosses <i>major</i> boundaries of ethical standards of practice <input type="checkbox"/> Divulges inappropriate <i>personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others <input type="checkbox"/> Functions as a group member with no participation	<input type="checkbox"/> Delayed response to <i>communications</i> and late submission of assignments <input type="checkbox"/> Not consistently punctual and/or has absences <input type="checkbox"/> Crosses <i>minor</i> boundaries of ethical standards of practice <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum <input type="checkbox"/> Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	<input type="checkbox"/> Responds promptly to <i>communications</i> and submits all assignments <input type="checkbox"/> Consistently exhibits punctuality and attendance <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice <input type="checkbox"/> Keeps <i>inappropriate</i> personal life issues out of classroom/workplace <input type="checkbox"/> Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Often complains when encountering problems and rarely offers solutions <input type="checkbox"/> Resists change and appears offended when suggestions are made to try new ideas/activities <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions	<input type="checkbox"/> Seeks solutions to problems with prompting <input type="checkbox"/> May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<input type="checkbox"/> Actively seeks solutions to problems without prompting or complaining <input type="checkbox"/> Tries new ideas/activities that are suggested <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	Needs Improvement 0	Developing 1	Meets Expectations 2

	<input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback <input type="checkbox"/> Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve <input type="checkbox"/> Comes to class unplanned and without needed materials <input type="checkbox"/> Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	<input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions <input type="checkbox"/> Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement <input type="checkbox"/> Comes to class with some plans and most needed materials <input type="checkbox"/> Aware that lesson is not working but does not know how to alter plans to adjust	<input type="checkbox"/> Accepts constructive feedback as evidenced by implementation of feedback as needed <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance <input type="checkbox"/> Comes to class planned and with all needed materials <input type="checkbox"/> Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits
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Disposition

Associated Indicators

6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i> <input type="checkbox"/> Is challenged to create a <i>safe classroom</i> as evidenced by ignoring <i>negative</i> behaviors by students	<input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i> <input type="checkbox"/> Strives to build a <i>safe classroom</i> with zero tolerance of <i>negative</i> behaviors towards others but needs further development in accomplishing this task	<input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i> <input type="checkbox"/> Creates a <i>safe classroom</i> with zero tolerance of negativity to others as evidenced by correcting <i>negative</i> student behaviors

Disposition

Associated Indicators

7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<input type="checkbox"/> Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus <input type="checkbox"/> Tone exhibits a general lack of respect for others as evidenced by	<input type="checkbox"/> Demonstrates some flexibility <input type="checkbox"/> Maintains a respectful tone in most circumstances but is not consistent	<input type="checkbox"/> Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus <input type="checkbox"/> Maintains a respectful tone at all times, even during dissent as

	<p>interruptions and talking over others</p> <p><input type="checkbox"/> Rarely collaborates or shares strategies and ideas even when prompted</p>	<p><input type="checkbox"/> Shares teaching strategies as evidenced by some effort towards collaboration</p>	<p>evidenced by not interrupting or talking over others</p> <p><input type="checkbox"/> Proactively shares teaching strategies as evidenced by productive collaboration</p>
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Disposition **Associated Indicators**

8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	Needs Improvement 0	Developing 1	Meets Expectations 2
	<p><input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support</p> <p><input type="checkbox"/> Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work</p>	<p><input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth</p> <p><input type="checkbox"/> Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles</p>	<p><input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support</p> <p><input type="checkbox"/> Researches and implements most effective teaching styles as evidenced by citing works submitted</p>

Disposition **Associated Indicators**

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	Needs Improvement 0	Developing 1	Meets Expectations 2
	<p><input type="checkbox"/> Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues</p> <p><input type="checkbox"/> Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily</p> <p><input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness</p>	<p><input type="checkbox"/> Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues</p> <p><input type="checkbox"/> Demonstrates perseverance and resilience (grit) most of the time</p> <p><input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time</p>	<p><input type="checkbox"/> Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues</p> <p><input type="checkbox"/> Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations</p> <p><input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness</p>

COMMENTS:

Glows & Grows

Week: -----

Glows

Things you are doing well!

Domain 1: Planning & Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Grows

Opportunities for continued growth!

Domain 1: Planning & Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Completion of this form is optional, but it is strongly encouraged. It is suggested that mentors document TCs growth each week and share their results at the end of each week. Remember that feedback is one of the most powerful ways to helping TCs grow and glow! This form will not be submitted to Dr. Deaton, but should be shared with the TC.