

Teacher Candidate Disposition Evaluation

The College of Coastal Georgia's School of Education and Teacher Preparation **Conceptual Framework** delineates the comprehensive foundation that guides our teacher preparation programs whose end result is *Dynamic Educators Facilitating Student Achievement*. Therefore, prospective teacher education candidates must possess certain behaviors inherent to good teaching.

Directions: The purpose of this form is to assess those expected roles and responsibilities of prospective teacher candidates and is completed by faculty familiar with the applicant. After circling the appropriate rating for each item (**Rating: 5=Exceptional, 3=Average, 1=Needs Improvement**), the completed form should be forwarded to Kathy Halliwell (khalliwell@ccga.edu) for inclusion in the education student's application packet.

Student: _____
Print Name Signature

Semester/Year: _____ **Date:** _____ **Course:** _____

<i>Rating</i>	<i>Prospective Teacher Candidate Classroom Behaviors</i>	<i>Comments:</i>
5 4 3 2 1	1. Models correct oral language in discussions and presentations.	
5 4 3 2 1	2. Models correct written language on all assignments.	
5 4 3 2 1	3. Works cooperatively with class colleagues on a consistent basis.	
5 4 3 2 1	4. Acts in a professional manner in class and with instructors.	
5 4 3 2 1	5. Is punctual to class on a consistent basis and exhibits good attendance.	
5 4 3 2 1	6. Is open to and willing to consider new ideas presented by the instructor and by colleagues.	
5 4 3 2 1	7. Displays a positive attitude on a consistent basis.	
5 4 3 2 1	8. Is consistently prepared for class.	
5 4 3 2 1	9. Turns in assignments on time on a consistent basis.	
5 4 3 2 1	10. Exhibits an eagerness to learn on a regular basis.	
5 4 3 2 1	11. Accepts and works to implement constructive criticism for improvement.	
5 4 3 2 1	12. Interacts with all individuals in a respectful and accepting way without regard to race, ethnicity, gender, or religion.	
5 4 3 2 1	13. Exhibits an attitude and belief that students from diverse racial and ethnic groups, both gender groups, exceptional students, and students from social-class groups should experience equal educational opportunities in schools and post-secondary opportunities.	
5 4 3 2 1	14. Continually works toward learning the use of instructional technologies.	
5 4 3 2 1	15. Displays professional demeanor (e.g., appearance, body language, appropriate attire).	

Instructor: _____
Print Name Signature Date Phone