**CSU TEACHER EDUCATION UNIT**

**CANDIDATE DISPOSITIONS ASSESSMENT**

Teacher Candidate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course#: \_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Mark one) Practicum: \_\_\_\_\_ Internship: \_\_\_\_\_\_ Other: \_\_\_\_\_\_\_\_\_\_\_

Lesson Focus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level: \_\_\_\_\_\_\_\_

**Conceptual Framework Component One -**  *A CSU teacher-candidate engages in* ***reflective practice***

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| **Standard** | **NO/RI** | **1 - Unsatisfactory** | **2 - Developing** | **3 – Target** | **4 = Exceeds Standard** |
| **Reflective Practice: Engages in Reflection** |  | Candidate rarely reviews or does not review, analyze, or evaluate the success of his/her/other’s decisions to improve professional competence. | Candidate inconsistently or ineffectively reviews, analyzes, and evaluates the success of his/her/others decisions to improve professional competence. | Candidate consistently and proficiently reviews, analyzes, or evaluates the success of his/her/other’s decisions to improve professional competence. | Candidate consistently and proficiently goes above and beyond expectations to review, analyze, and evaluate the success of his/her/others decisions to improve professional competence. |
| **Reflective Practice: Changes Practice Based on Reflection** |  | Candidate rarely reflects or does not reflect upon practice or make changes to practice based on his/her/other’s reflections. | Candidate inconsistently or ineffectively reflects upon practice and makes changes to practice based on his/her/other’s reflections. | Candidate consistently and proficiently reflects upon practice and makes changes to practice based on his/her/other’s reflections. | Candidate consistently and proficiently goes above and beyond expectations to reflect upon his/her/other’s practice and make changes to practice based on his/her/other’s reflections. |

**Conceptual Framework Component Two** *- A CSU teacher-candidate is* ***competent.***

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| **Standard** | **NO/RI** | **1 - Unsatisfactory** | **2 - Developing** | **3 – Target** | **4 = Exceeds Standard** |
| **Competence: Communicates Effectively** |  | Candidate rarely communicates or does not communicate effectively in speech and in writing  | Candidate inconsistently or ineffectively communicates effectively in speech and in writing  | Candidate consistently and proficiently communicates effectively in speech and in writing  | Candidate consistently and proficiently communicates elegantly in speech and in writing (e.g., uses correct articulation, appropriate tone, and expresses ideas clearly). |
| **Competence: Makes Decisions Based in Best Practices** |  | Candidate rarely makes decisions or does not make decisions based on researched best practices. | Candidate inconsistently or ineffectively makes decisions based on researched best practices. | Candidate consistently and proficiently makes decisions based on researched best practices. | Candidate consistently and proficiently goes above and beyond expectations in making decisions based on widely researched best practices. |
| **Competence: Appropriately uses Technology** |  | Candidate rarely uses current technology or does not use current technology (when appropriate) in a competent manner as a means of promoting learning. | Candidate inconsistently or ineffectively uses current technology (when appropriate) in a competent manner as a means of promoting learning. | Candidate consistently and proficiently uses current technology (when appropriate) as a means of promoting learning. | Candidate consistently and proficiently goes above and beyond expectations in using current technology (when most appropriate) in a competent manner as a means of promoting learning. |
| **Competence: Maintains Academic Standing** |  | Candidate does not consistently maintain acceptable academic standing. | Candidate consistently maintains acceptable academic standing. | Candidate consistently and proficiently maintains strong academic standing. | Candidate consistently and proficiently maintains excellent academic standing. |

**Conceptual Framework Component Three** *- A CSU teacher-candidate is* ***caring.***

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| **Standard** | **NO/RI** | **1 - Unsatisfactory** | **2 - Developing** | **3 – Target** | **4 = Exceeds Standard** |
| **Caring: Interacts with Others in the Education Community** |  | Candidate rarely shows compassion or shows no compassion in his/her/other’s interactions with members of the education community. | Candidate inconsistently or ineffectively shows compassion in his/her/other’s interactions with members of the education community. | Candidate consistently and proficiently shows compassion in his/her/other’s interactions with members of the education community  | Candidate consistently and proficiently goes above and beyond expectations to show compassion in his/her/other’s interactions with all members of the education community (e.g., students, teachers, administrators, and/or caregivers). |
| **Caring:****Demonstrates Consideration and Regard for Others** |  | Candidate behavior rarely demonstrates or does not demonstrate consideration and regard for self and others. | Candidate behavior inconsistently or ineffectively demonstrates consideration and regard for self and others. | Candidate behavior consistently and proficiently demonstrates consideration and regard for self and others. | Candidate consistently and proficiently goes above and beyond expectations to demonstrate and model consideration and regard for self and others. |
| **Caring:** **Participates in Extracurricular Activities** |  | Candidate rarely participates or does not participate in extracurricular activities that support the K-12 or post-secondary educational community. | Candidate inconsistently or ineffectively participates in extracurricular activities that support the K-12 or post-secondary educational community. | Candidate participates in extracurricular activities that support the K-12 or post-secondary educational community. | Candidate consistently and proficiently participates in extracurricular activities that support the K-12 or post-secondary educational community. |

**Conceptual Framework Component Four** *- A CSU teacher-candidate is* ***committed.***

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| **Standard** | **NO/RI** | **1 - Unsatisfactory** | **2 - Developing** | **3 – Target** | **4 = Exceeds Standard** |
| **Commitment:****Meets Obligations** |  | Candidate rarely meets or does not meet delegated obligations. | Candidate inconsistently or ineffectively meets delegated obligations. | Candidate consistently and proficiently meets delegated obligations. | Candidate consistently and proficiently meets and exceeds performance in delegated obligations (e.g., punctual, reliable, accepts and completes tasks to a commendable standard). |
| **Commitment:****Takes Initiative** |  | Candidate rarely shows or does not show initiative. | Candidate inconsistently or ineffectively shows initiative. | Candidate consistently and proficiently shows initiative. | Candidate consistently and proficiently goes above and beyond expectations in showing initiative (e.g., contributes, volunteers, etc.). |
| **Commitment:****Maintains Professional Appearance** |  | Candidate rarely maintains or does not maintain professional dress and grooming appropriate for the school environment. | Candidate inconsistently or ineffectively maintains professional dress and grooming appropriate for the school environment. | Candidate consistently and proficiently maintains professional dress and grooming appropriate for the school environment. | Candidate consistently and proficiently goes above and beyond expectations in maintaining professional dress and grooming appropriate for the school environment. |
| **Commitment: Demonstrates Preparedness** |  | Candidate rarely demonstrates or does not demonstrate preparedness. | Candidate inconsistently or ineffectively demonstrates preparedness. | Candidate consistently demonstrates preparedness. | Candidate consistently and proficiently goes above and beyond expectations in demonstrating preparedness (e.g., starts class on time, prepares materials prior to lesson, etc.). |
| **Commitment:****Demonstrates Ongoing Acquisition of Knowledge** |  | Candidate rarely demonstrates or does not demonstrate the behaviors of a life-long learner. | Candidate inconsistently or ineffectively demonstrates the behaviors of a life-long learner. | Candidate consistently and demonstrates the behaviors of a life-long learner. | Candidate consistently and proficiently goes above and beyond expectations in demonstrating the behaviors of a life-long learner (e.g., actively seeking out new information about content and pedagogy). |
| **Commitment:****Takes Responsibility for Classroom and School Outcomes** |  | Candidate rarely recognizes and accepts or does not recognize and accept responsibility for what occurs in his/her/other’s assigned classroom and for other school-wide responsibilities that contribute to student learning and a safe/orderly environment. | Candidate inconsistently or ineffectively recognizes and accepts responsibility for what occurs in his/her/other’s assigned classroom and for other school-wide responsibilities that contribute to student learning and a safe/orderly environment. | Candidate consistently recognizes and accepts responsibility for what occurs in his/her/other’s assigned classroom and for other school-wide responsibilities that contribute to student learning and a safe/orderly environment. | Candidate consistently and proficiently goes above and beyond expectations to recognize and accept responsibility for what occurs in his/her/other’s assigned classroom and for other school-wide responsibilities that contribute to student learning and a safe/orderly environment. |

**Conceptual Framework Component Five** *- A CSU teacher-candidate is* ***collaborative***

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| **Standard** | **NO/RI** | **1 - Unsatisfactory** | **2 - Developing** | **3 – Target** | **4 = Exceeds Standard** |
| **Collaboration:****Demonstrates Positive Attitude** |  | Candidate rarely demonstrates or does not demonstrate a positive attitude about collaborative work or work in a team setting. | Candidate inconsistently or ineffectively demonstrates a positive attitude about collaborative work or work in a team setting. | Candidate consistently and proficiently demonstrates a positive attitude about collaborative work or work in a team setting. | Candidate consistently and proficiently goes above and beyond expectations to demonstrate a contagiously, positive attitude about collaborative work or work in a team setting. |
| **Collaboration:** **Provides Effective Contributions** |  | Candidate rarely provides or does not provide effective contributions in group and team settings with other education professionals. | Candidate inconsistently or ineffectively provides effective contributions in group and team settings with other education professionals. | Candidate consistently provides contributions in group and team settings with other education professionals. | Candidate consistently and proficiently provides effective contributions in group and team settings with other education professionals. |
| **Collaboration:****Accepts Criticism** |  | Candidate rarely accepts criticism or does not accept criticism or respond(s) positively to constructive suggestions. | Candidate usually accepts criticism and responds positively to constructive suggestions. | Candidate willingly accepts criticism and responds positively to constructive suggestions. | Candidate requests, and willingly goes above and beyond expectations in the acceptance of, criticism and responds positively to constructive suggestions. |

**Conceptual Framework Component Six** *- A CSU teacher-candidate is* ***culturally responsive***

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| **Standard** | **NO/RI** | **1 - Unsatisfactory** | **2 - Developing** | **3 – Target** | **4 = Exceeds Standard** |
| **Cultural Responsiveness:****Studies Cultural and Community Norms** |  | Candidate rarely studies or does not study unfamiliar community and cultural norms in preparation to communicate in a way that is culturally relevant to all students. | Candidate inconsistently or ineffectively studies unfamiliar community and cultural norms in preparation to communicate in a way that is culturally relevant to all students. | Candidate consistently and proficiently studies unfamiliar community and cultural norms in preparation to communicate in a way that is culturally relevant to all students. | Candidate consistently and proficiently goes above and beyond expectations in his/her/other’s study of unfamiliar community and cultural norms in preparation to communicate in a way that is culturally relevant to all students. |
| **Cultural Responsiveness:** **Provides Culturally Responsive Classroom Environment** |  | Candidate fails in their attempts to create and foster or does not attempt to create and foster a respectful, tolerant and healthy classroom environment that helps all children achieve success. | Candidate inconsistently attempts to create and foster a respectful, tolerant and healthy classroom environment that helps all children achieve success. | Candidate predominately creates and fosters a respectful, tolerant and healthy classroom environment that helps all children achieve success. | Candidate consistently and proficiently creates and fosters a respectful, tolerant and healthy classroom environment that helps all children achieve success. |
| **Cultural Responsiveness:** **Implements Transformative Multicultural Education Pedagogy** |  | Candidate fails in his/her/other’s attempt to or does not attempt to implement transformative multicultural education pedagogy. | Candidate inconsistently or ineffectively strives to implement transformative multicultural education pedagogy. | Candidate consistently strives to implement transformative multicultural education pedagogy. | Candidate consistently and proficiently goes above and beyond expectations in the implementation of transformative multicultural education pedagogy. (i.e. educational practices that benefit white, male, upper-middle class, or any group to the detriment of other groups are purposely transformed to ensure equity). |
| **Cultural Responsiveness:** **Develops Culturally Responsive Curriculum and Assessments** |  | Candidate fails in his/her/other’s attempt to or does not attempt to utilize culturally-relevant curricular materials and assessments to develop responsive curriculum and assessments. | Candidate inconsistently or ineffectively seeks out, develops, and utilizes culturally-relevant curricular materials and assessments to develop responsive curriculum and assessments | Candidate consistently and seeks out, develops, and utilizes culturally-relevant curricular materials and assessments to develop responsive curriculum and assessments. | Candidate consistently and proficiently seeks out, develops, and utilizes culturally-relevant curricular materials and assessments to develop responsive curriculum and assessments. |

* **N/O = NOT OBSERVED**; \***RI =RECOMMEND INTERVENTION** (inappropriate candidate behavior worthy of serious concern in the demonstration of this disposition).

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| **Observer’s Recommendations and Comments:****Strengths/Weaknesses:** **Recommendations:** |