

CANDIDATE DISPOSITION FORM

CANDIDATE NAME: _____ **Person Completing Form and Role:** _____

PROGRAM: _____ **DATE:** _____ **Signature of Person Completing Form:** _____

Developing professional dispositions of an Education Specialist is a reflective process and we encourage candidates to review this document and consider their areas of strength and areas for growth as they progress through the program. Formal evaluations will be completed in Credential Coursework (EDSE 224) and Fieldwork (EDSE 234 / 217A / 154) as well as in MA research courses (EDSE 285 / 220). It is expected that candidates will meet the *expected expectations (3)* by the end of their program.

Directions: Please rate the candidate on the dispositions described below using the 3-point rubric - use N/O to indicate no opportunity to observe.

N/O	1 – Does not Meet Expectations and Action is Required	2 – Approaching Expectations	3 – Meets or Exceeds Expectations for Beginning Teachers	Rating
1. The candidate examines and reflects on their own positionality, background, biases, and experiences and the affordances and constraints associated with these areas in schools. (TPE 6 Developing as a Professional Educator)				
	1_The candidate does not demonstrate a willingness to examine and reflect upon their own positionality and how it impacts their experiences in schools.	2_The candidate demonstrates beginning awareness of their positionality (e.g., as a new teacher, a BIPOC teacher, given their gender identity, dis/ability, etc.) but does not yet demonstrate an understanding about how their experience in schools may be different from others.	3_The candidate demonstrates the willingness to examine and reflect upon their positionality and how their positionality impacts their experiences in schools and that others might have different experiences given their positionality.	
Add Comments Related to Item 1 if Desired				
2. The candidate is receptive and responsive to professional feedback and incorporates suggestions into practice. (TPE 6 Developing as a Professional Educator)				
	1_The candidate is not receptive or responsive to feedback and does not incorporate suggestions into practice. The candidate may argue with the instructor, supervisor, or mentor teacher explaining why the instructor, supervisor, or mentor teacher is incorrect, discounting their feedback.	2_The candidate listens to feedback in person, and/or reads feedback on assignments, and may even ask clarifying questions, but rarely incorporates the feedback into practice (e.g., the next observation does not incorporate feedback; student continues to make problematic statements in class or in assignments, etc.)	3_The candidate receives feedback well (e.g., listens to feedback in person, reads feedback on assignments, asks for clarifications as needed, etc.) and strives to incorporate the feedback into practice (e.g., change can be seen in the next assignment or observation)	
Add Comments Related to Item 2 if Desired				
3. The candidate demonstrates high expectations for all students with respect to student backgrounds and/or dis/abilit(ies). (TPE 2 Create and Maintain Effective Learning Environments for Student Learning)				
	1_The candidate does not demonstrate high expectations for all students, often leaning on deficit language or approaches to instruction.	2_The candidate demonstrates high expectations for some students but not others and uses some deficit language or approaches to instruction.	3_The candidate demonstrates high expectations for all students, using asset-framed language and approaches to instruction.	
Add Comments Related to Item 3 if Desired				

N/O	1 – Does not Meet Expectations and Action is Required	2 – Approaching Expectations	3 – Meets or Exceeds Expectations for Beginning Teachers	Rating
4. The candidate embraces the diversity of students (race/ethnicity, gender, sexual orientation, ability) and is willing to educate themselves in understanding student and family cultures and backgrounds. (TPE 4 Planning Instruction and Designing Learning Experiences for All Students; TPE 6 Developing as a Professional Educator)				
	1_The candidate does not embrace the diversity of students and demonstrates defiance or reluctance to educate themselves on students' and families' cultures and backgrounds	2_The candidate is emerging in their embrace of the diversity of students and sometimes demonstrates a willingness to educate themselves on students' and families' cultures and backgrounds.	3_The candidate embraces the diversity of students, tapping into their community's cultural wealth and funds of knowledge, and consistently demonstrates a willingness to educate themselves on students' and families' cultures and backgrounds.	
Add Comments Related to Item 4 if Desired				
5. The candidate uses anti-ableist, inclusive language when referring to students with disabilities. (TPE 2 Create and Maintain Effective Learning Environments for Student Learning)				
	1_The candidate uses ableist and otherwise offensive language	2_The candidate is emerging in their use of anti-ableist, inclusive language from time to time	3_The candidate uses anti-ableist, inclusive language consistently and may support peers and colleagues in utilizing this language as well.	
Add Comments Related to Item 5 if Desired				
6. The candidate respects the differing opinions of classmates and colleagues and uses respectful language in discussions. (TPE 6 Developing as a Professional Educator)				
	1_The candidate is repeatedly dismissive or disparaging of differing opinions of classmates and uses disrespectful words or body language toward others or their ideas.	2_The candidate is generally tolerant of differing opinions but may use disrespectful words or body language toward others or their ideas on occasion.	3_The candidate is tolerant of differing opinions of classmates and is supportive and appreciative of all students in the classroom and uses respectful language in all discussions.	
Add Comments Related to Item 6 if Desired				
7. The candidate values the expertise and knowledge of other professionals (OTs, PTs, administrators, etc.) and demonstrates a willingness to work with others to improve their own practice. (TPE 6 Developing as a Professional Educator)				
	1_The candidate does not value the expertise and knowledge of other professionals and demonstrates an unwillingness to learn from others	2_The candidate has a working relationship with other professionals but does not always value their expertise and knowledge and/or may struggle to successfully negotiate professional roles and responsibilities with their colleagues.	3_The candidate has a positive relationship with all the professionals at school, values their expertise and knowledge, and collaborates with them to improve their own practice for the benefit of the students. The candidate can negotiate their professional roles and responsibilities along with their colleagues.	
Add Comments Related to Item 7 if Desired				
8. The candidate demonstrates a belief in teaching as an agency for social change (TPE 6 Developing as a Professional Educator)				
	1_The candidate does not provide any evidence of teaching as an agency for social change in their coursework and fieldwork. They often shift responsibility for change or action onto others.	2_The candidate provides emerging evidence of teaching as an agency for social change in their coursework and fieldwork. This may include intent to create change versus action.	3_The candidate provides evidence of teaching as an agency for social change in their coursework and fieldwork and may even create action plans for social change.	

N/O	1 – Does not Meet Expectations and Action is Required	2 – Approaching Expectations	3 – Meets or Exceeds Expectations for Beginning Teachers	Rating
Add Comments Related to Item 8 if Desired				
9. The candidate adheres to standards of ethical conduct including academic integrity and confidentiality. (TPE 6 Developing as a Professional Educator)				
	1_The candidate engages in egregious unethical behaviors related to academic integrity (i.e., plagiarism, cheating) and/or consistently violates confidentiality in coursework or fieldwork assignments.	If the candidate engages in unintentional unethical behavior related to academic integrity (i.e. plagiarism) or violates confidentiality in a coursework or fieldwork assignment, faculty will issue a reminder and/or have a discussion with the student. They should immediately respond to feedback to correct issues related to ethical conduct.	3_The candidate consistently adheres to the standards of ethical conduct including academic integrity and confidentiality in coursework or fieldwork assignments.	
Add Comments Related to Item 9 if Desired				
10. The candidate displays professional behavior in coursework and fieldwork settings, including but not limited to class attendance and participation, submission of assignments, appropriate attire in fieldwork settings (as defined by field placement setting), use of social media related to fieldwork settings, and use of cell phones in SJSU classrooms and fieldwork settings. (TPE 6 Developing as a Professional Educator)				
	1_The candidate is frequently absent from or tardy to classes and fieldwork and does not reach out to their instructor/supervisor /mentor teachers to notify them in advance. They are slow to respond to email requests from instructors and frequently submit assignments late without explanation or request for an extension. They are not prepared for group assignments or supervision visits. The candidate uses cell phones or social media inappropriately or engages in inappropriate conversations in fieldwork settings and SJSU classrooms.	2_The candidate has 1-2 absences or late arrivals to class or their fieldwork assignment and usually provides an explanation to their instructor/supervisor / mentor teacher after the absence or tardy. The candidate frequently submits late assignments, but they usually reach out to their instructor to develop a plan to get back on track for the semester. The candidate needs to be reminded to use their cell phone and social media appropriately in fieldwork settings and/or SJSU classrooms but immediately complies with the request.	3_The candidate is rarely late or absent from class and if they must miss class, they proactively contact their instructor/supervisor/ mentor teacher to address any issues that may arise from their absence. The candidate generally submits all assignments on time and on the rare occasion they are unable to meet a deadline, they reach out to the instructor/supervisor/mentor teacher to request an extension prior to the due date. The candidate demonstrates appropriate use of cell phones and social media in fieldwork settings and SJSU classrooms.	
Add Comments Related to Item 10 if Desired				
TOTAL SCORE				

Additional Comments (Optional)