**CSU TEACHER EDUCATION UNIT**

**CANDIDATE DISPOSITIONS FORMATIVE ASSESSMENT**

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

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

**Purpose of Assessment:** The Candidate Dispositions Assessment rubric is designed to assess and monitor candidate demonstration of attitudes, behaviors, and beliefs deemed essential for being an effective classroom teacher in Georgia and is aligned with: The Clayton State University Education Unit Conceptual Framework dispositions, the Council of Chief State School Officers (InTASC) Dispositions, Georgia Approval Standards and Teacher Assessment on Performance (TAPS) Standards. The rubric is used during clinical practice by both the cooperating teacher, the pedagogy and/or content supervisors. It is used as a formative assessment, at least, two times during the Practicum and the internship semesters.

**Formative Score Interpretation:** The rubric is a 4-point developmentally sequenced performance level scale which provides a framework for adequately evaluating candidates’ dispositions. The four performance levels are: (1) Unsatisfactory; (2) Developing; (3) Target; and, (4) Exemplary. A score of 1 or Unsatisfactory has an intended qualitative response of RII – Recommend Immediate Intervention. An additional level of N/O – Not Observed/Not Demonstrate is included for formative purposes. A candidate that is considered classroom ready or proficient exhibits Level 3 performance characteristics. The rubric has 18 indicators, organized under six standards, which are aligned with the CSU Conceptual Framework (2012) that projects a CSU-prepared teacher-candidate as one that “engages in Reflective Practice and is Competent, Caring, Committed, Collaborative, and Culturally Responsive.” Consequences of earning a rating of Unsatisfactory, Recommend Immediate Intervention or Not observed or Not demonstrated, on any indicator include aClinical Intervention/Remediation Conference to determine appropriate remediation plan.

**Directions:** Please use the following rubric to evaluate the dispositions of your candidate. Use your professional knowledge and experiences to make a decision regarding the candidate’s progress toward demonstrating the attitudes, behaviors, and beliefs deemed essential for being a classroom teacher in Georgia. Mark one of the following four performance levels or the comment: (1) Unsatisfactory; (2) Developing; (3) Target; (4) Exemplary; and, N/O – Not Observed/Not Demonstrated.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator** | **4 - Exemplary** | **3 – Target** | **2 - Developing** | **1 – Unsatisfactory (RII)** | **NO – Not Observed/Not Demonstrated** |
| **1. Engages in reflection about teaching practice.**  Standards - InTASC 7, 9; TAPS 2, 9 | Candidate continually incorporates improvement and changes practice, teaching behaviors, and interactions with others, and continually uses ongoing analysis and deep reflection to improve planning and adjust instruction to meet the needs of ALL learners. | Candidate consistently recognizes need for continuous improvement and changes practice, teaching behaviors, and/or interactions with others; consistently demonstrates the ability to use analysis and reflection of modifying, adjusting, and improving instruction to meet the needs of ALL learners. | Candidate inconsistently reflects upon teaching practice to make changes that positively impact learning. | Candidate does not reflect about teaching practice to make changes that positively impact learning. |  |
| Sample behaviors may include, but are not limited to the following:   * Maintains a lesson plan journal * Encourages students to provide feedback on teaching and learning * Videotapes lessons * Engages in peer-observations * Maintains a teacher blog * Initiates discussions of improvements/changes | | | | | |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator of Disposition** | **4 - Exemplary** | **3 - Target** | **2 - Developing** | **1 – Unsatisfactory (RII)** | **NO- Not Observed/ Not Demonstrated** |
| **2.Communicates effectively**  Standards - InTASC 3, 8; TAPS 7, 3 | Candidate continually uses effective techniques to foster, respectfully and appropriately, positive and meaningful modeling code-switching to standard American English in a variety of ways so that ALL learners enhance their understanding and change their communication when appropriate (verbal, non-verbal, written, technology). | Candidate consistently communicates respectfully and appropriately with code-switching to use standard American English effectively in speech and in writing; consistently and proficiently fosters respectful communication so that ALL learners develop and use multiple forms of communication (verbal, non-verbal, written, technology). | Candidate inconsistently code-switches in speech and in writing; inconsistently communicates respectfully and appropriately in standard American English. | Candidate does not code-switch in speech and in writing; does not communicate respectfully and appropriately in standard American English. |  |
| Sample behaviors may include, but are not limited to the following:   * Uses email and text for constant contact with parents/family to keep them informed regarding their child’s accomplishments and challenges. (Jacobson, 2017) * Maintains user-friendly and informative website and monitors learner, parent, and community use of it. * Repeats messages in different ways. * Asks questions to check for student understanding. | | | | | |
| **3. Grounds decisions in research-based best practices, including use of technology.**  Standards - InTASC 5, 8; TAPS 3, 8 | Candidate continually demonstrates through evaluation of multiple data that effective decisions are based on widely researched best practices and cites that research, implementing learner exploration, discovery, and expression across content areas (such as use of flexible grouping); continually demonstrates in class that he/she uses current, new and emerging technologies to support and promote student learning for deep knowledge of content, and to enhance student learning and efficient communication; continually adheres to legal and ethical boundaries for technology. | Candidate consistently makes decisions based on researched best practices, supporting learner exploration, discovery, and expression across content areas; uses current technology, while exploring the use of new and emerging technologies to support and promote student learning of content; consistently and proficiently adheres to legal and ethical boundaries for technology. | Candidate inconsistently makes decisions based on researched best practices; inconsistently includes technology in practice. | Candidate does not make decisions based on researched best practices nor includes technology in practice. |  |
| Sample behaviors include:   * Allows use of their technological devices to search the Internet to enhance classroom discussion or to provide evidence. * Uses WebQuests to support student engagement. * Permits learners to create electronic presentations. * Includes videos to support interactive-learning. | | | | | |
| **4. Maintains currency in content field; exhibits life-long learning**  Standards - InTASC 4, 9; TAPS 1, 9 | Candidate continually keeps abreast of and understands new ideas and implements these new ideas in the field; continually demonstrates the behaviors of a life-long learner, | Candidate consistently keeps abreast of new ideas and understandings in the field; consistently models behavior of life-long. | Candidate inconsistently keeps abreast of new ideas and understandings in the field; inconsistently demonstrates the behaviors of a life-long learner. | Candidate does not keep abreast of new ideas or understandings in the field; does not demonstrate behaviors of a life-long learner. |  |
| Sample behaviors may include, but are not limited to the following:   * Uses new information about content and pedagogy. * Integrates best practices into own practice. * Uses contemporary materials to supplement textbooks. * Reads educational journals * Shares journal articles with colleagues | | | | | |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator of Dispositions** | **4 – Exceeds Standard** | **3 – Target** | **2 - Developing** | **1 – Unsatisfactory (RII)** | **NO- Not Observed/ Not Demonstrated** |
| **5. Demonstrates compassion and respect for all stakeholders**  Standards - InTASC 1, 2; TAPS 1, 4 | Candidate continually demonstrates respect and compassion for ALL stakeholders in the education community (e.g., ALL learners, teachers, administrators, family, extended community, and/or caregivers); recognizes and exhibits behavior that shows that ALL learners are valued as individuals who possess differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests. | Candidate consistently shows respect and compassion in interactions with members of the education community, including ALL learners in order to further EACH learner’s development. | Candidate inconsistently shows compassion and/or respect in interactions with members of the education community; only communicates learners’ deficiencies and little of successes. | Candidate does not show compassion and/ or respect in interactions with members of the education community. |  |
| Sample behaviors may include, but are not limited to the following:   * Respects beliefs and norms of ALL learners’ families. * Encourages learners/families to bring samples/illustrations from their varied experiences. (Jacobson, 2017) * Celebrates learners’ successes. * Makes oneself available for individual tutoring and to ALL learners and their families who need additional help. * Calls home when learners are unusually tired or absent. * Attends PTA meetings. | | | | | |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator of Dispositions** | **4 - Exemplary** | **3 - Target** | **2 - Developing** | **1 – Unsatisfactory (RII)** | **NO- Not Observed/ Not Demonstrated** |
| **6. Supports the vision/mission of the school.**  Standards - InTASC 9 10; TAPS 9, 10 | Candidate continually shares the responsibility for shaping and supporting the mission/vision of the school by actively advocating for learners and being accountable for their success. | Candidate consistently exhibits a commitment to the school’s values/mission. | Candidate inconsistently supports the vision or mission of the school. | Candidate does not support the vision or mission of the school. |  |
| Sample behaviors may include, but are not limited to the following:   * Solicits support for school program from businesses. * Volunteers to serve as faculty advisor for student clubs. * Participates in school improvement committees. | | | | | |
| **7. Follows professional practice; maintains professional appearance.**  Standards - InTASC 9, 10;  TAPS 9, 10 | Candidate continually demonstrates an understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy; models professional demeanor, conduct, and appearance, as well as exhibits an enthusiasm for teaching. | Candidate consistently demonstrates professional ethics, professional standards and relevant laws and policies; consistently maintains professional dress and grooming appropriate for the school environment. | Candidate inconsistently follows the expectations of the profession; inconsistently presents a professional demeanor. | Candidate does not follow the expectations of the profession; does not present a professional demeanor. |  |
| Sample behaviors may include, but are not limited to the following:   * Uses professional language. * Observes school/district dress code. * Behavior serves as a model for colleagues and learners. * Appears genuinely excited to see and engage learners in the classroom. | | | | | |
| **8. Takes initiative/ meets obligations/**  Standards - InTASC 10;  TAPS 10 | Candidate continually shows initiative by interacting with colleagues in conversations that lead to the growth of ALL learners; continually meets designated obligations. | Candidate consistently demonstrates initiative (e.g., contributes, volunteers, etc.) to grow and develop by rising to the occasion without waiting to be asked. | Candidate inconsistently shows initiative or meets delegated obligations. | Candidate does not show initiative or does not meet delegated obligations. |  |
| Sample behaviors may include, but are not limited to the following:   * Exhibits punctuality, and notifies appropriate people of unavoidable tardiness and absences. * Exhibits reliability. * Fulfills obligations on time or early. * Accepts and completes tasks to a commendable standard. * Participates in extracurricular activities that support the K-12 or post-secondary educational communities. | | | | | |
| **9. Demonstrates preparedness**  Standards - InTASC 10; 7; TAPS 2, 10 | Candidate continually demonstrates required preparation. | Candidate consistently demonstrates preparedness. | Candidate inconsistently demonstrates preparedness. | Candidate does not demonstrate preparedness. |  |
| Sample behaviors may include, but are not limited to the following:   * Starts class on time each day. * Prepares all materials prior to lesson. * Welcomes ALL learners at the beginning of each period. * Respects and considers ALL learners’ diverse strengths and needs and uses this information to plan effective instruction. * Uses materials that relate to varied cultures and learning styles. * Invites expert speakers/teachers to demonstrate links between topic and careers or other subjects. | | | | | |
| **10. Promotes learner development.**  Standards - InTASC 1 2, 3, 5, 7, 9; TAPS 1, 2, 4, 7, 8, 9 | Candidate continually demonstrates an understanding of learner development and concepts that all learners can achieve and persists in helping each learner reach his/her potential. | Candidate consistently works towards and takes responsibility for promoting ALL learners’ mastery of disciplinary content and skills. | Candidate inconsistently demonstrates understanding of the concept of learner development; inconsistently applies concepts. | Candidate does not understand concept of learner development in helping each learner reach full potential. |  |
| Sample behaviors may include, but are not limited to the following:   * Reviews data to determine ALL learners’ strengths and misconceptions. * Considers various opportunities for learning. * Provides in-class activities so that ALLlearners fully participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. * Develops high quality planning, aligning all aspects of the plan to create a seamless lesson. | | | | | |
| **11. Uses multiple types of assessments**  Standards - InTASC 6;  TAPS 5, 6 | Candidate continually demonstrates use of multiple types of assessments that take into consideration learners’ interests, abilities, learning styles, and cultural backgrounds. | Candidate consistently uses some types of assessments that take into consideration learners’ interests, abilities, learning styles, and cultural backgrounds. | Candidate is inconsistent in  providing the types of assessments needed to monitor and support student learning. | Candidate does not know the types of assessments needed to monitor and support student learning. |  |
| Sample behaviors may include, but are not limited to the following:   * Provides accommodations and differentiated assessments when meeting the needs of ALL learners, especially for learners with disabilities and language learning needs. * Provides timely and effective descriptive feedback to learners on their progress. * Engages ALL learners in assessment processes and develops ALL learners’ capacity to review and communicate about own progress and learning. | | | | | |
| **12. Sets high expectations for ALL/diverse students.**  Standards - InTASC 2; TAPS 4 | Candidate continually demonstrates belief that ALL learners can achieve at high levels and persists in helping each learner reach his/her full potential; continually provides and utilizes learning opportunities and strategies to cater to the diverse backgrounds, abilities, talents, economic status and interest of ALL learners. | Candidate consistently demonstrates belief that ALL learners can achieve at high levels, provides learning opportunities and strategies to cater to the diverse backgrounds, abilities, talents, economic status and interest of ALL learners. | Candidate inconsistently sets high expectations for learners | Candidate does not set high expectations for learners. |  |
| Sample behaviors may include, but are not limited to the following:   * Provides clear expectations for student performance and behavior. * Implements bell-to-bell instruction * Differentiates instruction. * Provides ALL learners with opportunities to revise and re-submit assignments. * Promotes ALL learners’ use of varied approaches, such as oral presentations, paper submissions, video, acting/demonstration, project presentation, etc. | | | | | |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator of Disposition** | **4 - Exemplary** | **3 - Target** | **2 - Developing** | **1 – Unsatisfactory (RII)** | **NO- Not Observed/ Not Demonstrated** |
| **13. Promotes collaboration**  Standards - InTASC 1, 3, 7, 9, 10;  TAPS 1, 2, 7, 9, 10 | Candidate continually demonstrates a contagiously, positive attitude about collaborative work or work in a team setting, acting as an engaged listener and observer; continually accepts the input and contributions of family, colleagues, and other professionals in understanding and supporting each learner’s development; continually demonstrates the support of ALL learners as they participate in decision making, engage in exploration and invention, and actively work collaboratively or independently in purposeful learning. | Candidate consistently demonstrates a positive attitude about collaborative work or work in a team setting; consistently accepts the input and contributions of family, colleagues, and other professionals in understanding and supporting each learner’s development; consistently promotes collaborative opportunities for All learners. | Candidate inconsistently demonstrates a positive attitude about collaborative work or work in a team setting, including collaborative opportunities for ALL learners. | Candidate does not demonstrate a positive attitude about collaborative work or work in a team setting; does not provide collaborative opportunities for ALL learners |  |
| Sample behaviors may include, but are not limited to the following:   * Assigns group projects. * Uses parents/families volunteer teams for class or outside classroom projects. * Invites parents/community to make joint presentations with students on cultural topics. * Works collaboratively with faculty and staff. | | | | | |
| **14. Committed to working with stakeholders**  Standards - InTASC 3, 10; TAPS 7, 10 | Candidate continually understands how to use collaborative problem solving to encourage learner exploration, discovery, and relationships among various disciplines; continually works with ALL learners, colleagues, families, and communities to establish positive and supportive learning environment. | Candidate consistently understands how to use collaborative problem solving to encourage learner exploration, discovery, and relationships among various disciplines; continually works with ALL learners, colleagues, families, and communities to establish positive and supportive learning environment. | Candidate inconsistently uses collaborative problem solving; inconsistently promotes a positive and supportive learning environment. | Candidate does not promote collaborative problem solving; does not promote a positive and supportive learning environment. |  |
| Sample behaviors may include, but are not limited to the following:   * Engages family and community stakeholders in projects. * Uses stakeholders as resources for information and materials (e.g., business owners to speak on work and local economy and donate resources.) * Invites members of various cultures to facilitate units (e.g., social studies, etc.). | | | | | |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator of Disposition** | **4 - Exemplary** | **3 - Target** | **2 - Developing** | **1 – Unsatisfactory (RII)** | **NO- Not Observed/ Not Demonstrated** |
| **15. Integrates and promotes cultural and community norms in the learning environment**  Standards - InTASC 3, 10; TAPS 7, 10 | Candidate continually integrates and promotes diverse community and cultural norms in the learning environment; communicates in a way that is culturally relevant to ALL learners; continually uses cultural and disciplinary knowledge as a lens to address local and global issues. | Candidate consistently promotes diverse community and cultural norms in the learning environment; communicates in a way that is culturally relevant to ALL learners; consistently explores how to use cultural and disciplinary knowledge as a lens to address local and global issues. | Candidate inconsistently promotes diverse community and cultural norms in the learning environment; communicates in a way that is culturally relevant to ALL learners. | Candidate does not integrate or promote diverse community and cultural norms in the learning environment; does not communicate in a way that is culturally relevant to ALL learners. |  |
| Sample behaviors may include, but are not limited to the following:   * Plans lessons that connect to the culture and daily home life of learners. * Collects information on the cultural backgrounds of each learner. * Establishes routines. * Begins lessons with class discussions related to home and community events. * Encourages learners to share elements of their cultures in the discussion of local and global issues. * Engages learners in activities that support the exchange of cultural beliefs, thoughts, and actions. * Encourages and guides students in asking questions regarding other cultures. * Communicates and works with parents as standard practice on a regular basis through email, newsletters, phone calls, notes, and meeting. | | | | | |
| **16. Provides culturally responsive classroom environment**  Standards - InTASC 4, 9;  TAPS 1 , 9 | Candidate continually creates and fosters a respectful, tolerant and healthy classroom environment that helps ALL learners achieve success and that teaches learners to appreciate and respect differences among people, including a respect for understanding of differences in race, class, gender, ability, culture, religion, and/or sexuality; never exhibits bias in his/her representation of the discipline; makes ALL learners feel valued and helps them learn to value each other. | Candidate consistently creates and fosters a respectful, tolerant and healthy classroom environment that helps ALL learners achieve success and that teaches ALL learners to appreciate and respect differences among people, including a respect for understanding of differences in race, class, gender, ability, culture, religion, and/or sexuality; consistently; recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias; consistently committed to deepening understanding of his/her own frames of reference. | Candidate inconsistently attempts to create and foster a respectful, tolerant and healthy classroom environment that helps ALL learners achieve success. | Candidate does not attempt to create and foster a respectful, tolerant and healthy classroom environment that helps ALL learners achieve success. |  |
| Sample behaviors may include, but are not limited to the following:   * Maintains a classroom that is physically inviting, has a welcoming environment, and representative of all cultures in the classroom. * Provides all students with opportunities to serve in classroom leadership roles. * Encourages a sense of community in the classroom. * Includes cooperative and collaborative learning activities. * Collects multiple intelligence and learning style data of learners. * Uses a variety of techniques to present information. * Incorporates knowledge of visual, tactile, and auditory learner characteristics to address various cultures. * Encourages students to support each other. * Considers how students’ cultural backgrounds may interact with classroom rules and teacher expectations. * Promotes self-regulation. | | | | | |
| **17. Implements transformative multicultural education pedagogy**  Standards - InTASC 2, 4;  TAPS 1, 4 | Candidate continually implements transformative multicultural education pedagogy.to ensure equity; actively provides opportunities for ALL learners to critically analyze issues and multiple perspectives. | Candidate consistently implements transformative multicultural education pedagogy.to ensure equity; provides opportunities for ALL learners to critically analyze issues and multiple perspectives. | Candidate inconsistently demonstrates the implementation of transformative multicultural pedagogy to ensure equity. | Candidate does not attempt to implement transformative multicultural education pedagogy. |  |
| Sample behaviors may include, but are not limited to the following:   * Deconstructs own knowledge, explores alternative perspectives, and researches and includes voices and ideas other than those traditionally presented. * Seeks out, develops, and utilizes culturally-relevant curricular materials and assessments to develop responsive curriculum and assessments. * Models and explains the differences between academic language and students’ social language. * Assists ALL learners in studying various language patterns. * Implements strategies to bridge academic and social language used by students. * Displays visuals that are representative of different cultural groups. * Arranges in heterogeneous cooperative and collaborative groups that reflect diverse cultures, learning styles, modalities, and intelligences. * Encourages ALL learners to help each other with learning tasks. * Utilizes strategies to engage ALL leaners in learning activities (storytelling, visuals, mnemonics, affirmations, project-based learning, etc.). * Integrates resources and authentic materials related to the instructional content from various cultures. * Promotes critical thinking. | | | | | |
| **18. Enhances general curriculum and assessments to promote cultural responsiveness in teaching and learning.**  Standards - InTASC 5;  TAPS 8 | Candidate continually provides culturally responsive curriculum and assessments; continually makes references to other content areas to advance ALL student learning. | Candidate consistently provides culturally responsive curriculum and assessments; consistently makes references to other content areas to advance ALL student learning. | Candidate inconsistently provides culturally responsive curriculum and assessments; inconsistently makes references to other content areas to advance ALL student learning. | Candidate does not attempt to utilize culturally-relevant curricular materials and assessments to develop responsive curriculum and assessments; does not connect content areas. |  |
| Sample behaviors may include, but are not limited to the following:   * Integrates resources and authentic materials related to the instructional content from various cultures. * Uses texts that reference the experiences of various cultures. * Permits ALL learners to demonstrate understanding through several methods. * Includes opportunities for ALL learners to practice the class presentations as formative assessments to address cultural differences. * Provides both a global view of assignments as well as step-by-step instructions. * Develops assessments using multiple formats and measures that are cognizant of ALL learners’ cultural differences. | | | | | |

**References:**

Council of Chief State School Officers. (2011). Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author.

Georgia Department of Education (GADOE). (2014, July 1). GADOE TAPS Reference Sheet*, Performance Standards & Sample Behaviors*. Atlanta, GA: Author.

Jacobson, C.E. (2017, April). CAEP Launches free online family engagement course for teacher candidates, *CAEPConnections* from

<http://mailchi.mp/caepnet/apr-17-family-engagement-free-modules-to-help-teacher-candidates-caep-connections?e=74bf2642d9>

Shade, B. J., Kelly, C. A., & Oberg, M. (1997). *Creating culturally responsive classrooms*. Washington, DC. American Psychological Association.

|  |
| --- |
| **Comments:**  **Strengths/Weaknesses:**  **Recommendations:** |