



PROFESSIONAL DISPOSITIONS

Student Name _____

CSU ID _____

Teachers exhibit dispositions required for effective teaching and professional practice.

PROFESSIONAL BEHAVIORS		FEEDBACK
✓	Excellence in attendance	Total for this disposition: 4 / 4
✓	Excellence in promptness	
✓	Dresses to convey professionalism appropriate to site and content	
✓	Understands and uses professional language in all public settings	
INITIATIVE AND DEPENDABILITY		FEEDBACK
✓	Demonstrates creativity and resourcefulness	Total for this disposition: 5 / 6
✓	Seeks opportunities to further own learning	
✓	Works effectively with limited supervision	
	Identifies problems and is able to prioritize, propose solutions, options and resources	
✓	Advocates for self; takes responsibility for own actions; is responsive	
✓	Completes responsibilities with quality, without excuses or prompting	
TACT AND JUDGMENT		FEEDBACK
✓	Demonstrates sensitivity to others' feelings and opinions while articulating own opinions, feelings, and needs	Total for this disposition: 4 / 4
✓	Approaches situations with an open mind	
✓	Appropriately uses verbal and nonverbal language and cues to remain positive and respectful	
✓	Perceives what to do or say in order to maintain professional relations with all stakeholders	
ETHICAL BEHAVIOR AND INTEGRITY		FEEDBACK
✓	Consistently honest and worthy of trust	Total for this disposition: / 4
✓	Honors confidentiality	
✓	Assesses information critically—fact from opinion, right from wrong—and responds honestly and respectfully	
✓	Consistently models professional standards of conduct	
COLLEGIALITY AND RESPONSIVENESS		FEEDBACK
✓	Is collaborative: willing to share resources, seek advice, and work toward common goals	Total for this disposition: 6 / 6
✓	Demonstrates ability to compromise and negotiate	
✓	Is respectful of all and works effectively in teams	
✓	Is open to constructive criticism	
✓	Keeps an open mind: is receptive and reflective concerning perceptions of others	
✓	Proactively addresses feedback through an adjustment in performance	

EFFECTIVE COMMUNICATOR		FEEDBACK
✓	Professional oral expression: expressive, articulate, respectful, effective for purpose, appropriate to situation	Total for this disposition: 4 / 4
✓	Professional written expression: organized, clear, effective for purpose, appropriate to situation, free of grammatical errors and misspellings	
✓	Demonstrates understanding of audience and purpose, body language and eye contact during communication situations	
✓	Uses digital media in a professional manner	
DESIRE TO IMPROVE OWN PERFORMANCE		FEEDBACK
✓	Demonstrates a responsibility for own professional practice	Total for this disposition: 3 / 3
✓	Actively pursues new and better ways of teaching	
✓	Expresses sincere interest in personal and professional growth	
CULTURAL RESPONSIVENESS		FEEDBACK
✓	Demonstrates the belief that all students can learn and are welcome in the classroom	Total for this disposition: 5 / 5
✓	Demonstrates commitment to culturally responsive teaching	
✓	Demonstrates the desire and ability to plan, assess, and implement instruction to address, engage, and nurture the learning of every student	
✓	Demonstrates a commitment to the growth and development of each student by taking into account issues of class, gender, race, ethnicity, sexual orientation, language, and special needs	
✓	Demonstrates an understanding of how families and communities impact student learning	
COMMITMENT TO PROFESSION		FEEDBACK
✓	Demonstrates a deep commitment to lifelong learning	Total for this disposition: 4 / 4
✓	Expresses passion and enthusiasm for teaching	
✓	Models democratic ideals personally and professionally	
✓	Demonstrates awareness of program policies and professional practices	

Please check the box below that most closely describes the candidate's overall dispositions:

<input type="checkbox"/>	EMERGENT <i>< 20 POINTS</i>	The candidate's displayed dispositions are inconsistent-to-weak . General interactions fall significantly short of those expected of a professional educator . The candidate's dispositions, as demonstrated by daily interactions, are sufficiently weak so as to call into questions their fitness to become a successful teacher .
<input type="checkbox"/>	DEVELOPING <i>21-30 POINTS</i>	The candidate's displayed dispositions are not consistently strong and positive . General interactions do not always meet professional expectations . The candidate's dispositions, as demonstrated by daily interactions, could be strengthened to improve the candidate's ability to become a successful teacher .
<input type="checkbox"/>	PROFICIENT <i>31-35 POINTS</i>	The candidate's displayed dispositions are consistent with those of a successful beginning teacher . The candidate's dispositions, as demonstrated by daily interactions, contribute to a positive learning climate in the classroom and school .
<input checked="" type="checkbox"/>	ACCOMPLISHED <i>36-40 POINTS</i>	The candidate's displayed dispositions are consistent with the highest degree of professionalism expected of a successful teacher. The candidate's dispositions, as demonstrated by daily interactions, are consistently positive and productive .

Please clarify areas of concern, using the space below:

Student Signature

Date

Assessor Signature

Date

Dispositions Thesaurus

DISPOSITION: a tendency, inclination or attitude toward a professional behavior

This document is meant as a descriptor guide for instructors and students as they search for clarity in describing behaviors that would exemplify each of the following professional dispositions.

Professional Behaviors

The teacher candidate displays consistent:

- Excellence in attendance
- Excellence in punctuality
- Positive attitudes towards each and every learner
- Personal and professional appearance appropriate to site expectations
- Affirming behaviors toward students from diverse backgrounds
- Belief that they can make a difference to students and the profession
- Understanding of how learners help to create knowledge
- Belief in the importance of a community of learners
- Knowledge about the lives of their students
- Willingness to learn about and respond to the needs of each and every learner

Initiative and Dependability

The teacher candidate consistently:

- Questions when necessary
- Helps others
- Uses proactive rather than reactive behaviors
- Does not wait for others to act on their behalf
- Looks for alternatives when appropriate
- Sees opportunities and moves into the situation
- Seeks options when problems arise
- Seeks own resources
- Accepts personal responsibility for situations; does not use excuses
- Is adaptable and flexible
- Goes above and beyond what is not explicitly requested
- Actively participates
- Asks self what is needed for personal success
- Is prompt and prepared; calls if late or absent
- Responds with honesty
- Knows expectations and acts accordingly
- Completes assignments thoroughly
- Follows through on promises and responsibilities
- Supports peers/colleagues
- Prepares quality work
- Communicates fully and effectively for situations
- Takes care of actions that result from advising sessions

Tact and Judgment

The teacher candidate consistently:

- Is sensitive to others' feelings
- Is respectful in discussions
- Displays good manners

- Thinks before they speak or act
- Uses positive word choices
- Uses constructive comments
- Exhibits good judgment
- Exhibits an open-mind
- Does not allow others to poison a group
- Displays only appropriate dress
- Uses positive tone of voice and body language to communicate thoughts

Ethical Behavior and Integrity

The teacher candidate consistently:

- Honors confidentiality
- Displays honesty in words and actions
- Knows right and wrong
- Admits mistakes and accepts responsibility
- Displays strong understanding of democracy and citizenship
- Considers all sides of an issues
- Is genuine and authentic in words and actions
- Does not lie
- Displays a responsible attitude
- Is respectful and able to be respected
- Is trustworthy
- Will not resort to plagiarism

Collegiality and Responsiveness

The teacher candidate consistently:

- Works and plays well with others
- Takes responsibility for own actions
- Learns from others and shares willingly
- Is willing to work to improve
- Seeks advice/feedback and is appreciative
- Listens actively and reflectively with an open mind
- Is respectful
- Is willing to compromise
- Reaches out and is positive with peers and teachers
- Participates effectively
- Handles ambiguity well and is tolerant
- Smiles, is friendly and open
- Compromises and negotiates
- Is authentic and genuine
- Is willing to try suggestions
- Accepts constructive criticism
- Is willing to engage in constructive confrontation

Effective Communicator

The teacher candidate consistently:

- Uses professional oral language
- Uses professional written language
- Uses respectful language
- Uses effective eye contact and body language

- Is an active and reflective listener
- Responds calmly in all situations
- Is articulate, speaks clearly and kindly
- Thinks before speaking
- Is succinct and effective with written and oral assignments and communications
- Adapts messages to audience and purpose
- Takes risks
- Checks on audience understanding

Desire to Improve Own Performance

The teacher candidate consistently:

- Asks for help and seeks ways to grow
- Seeks feedback from many sources
- Is aware of the importance of reflection
- Asks for help to improve
- Looks for additional information
- Identifies ways to improve
- Takes risks to try new ideas
- Is committed to face diversity with care and concern
- Understands their part in the process of growth
- Has the ability to accept criticism without taking it personally
- Shows progress in skill acquisition
- Is open to the ideas of others and is reflective
- Enjoys taking guidance from others
- Effectively implements suggestions in practice
- Works to project new learning into future practice

Culturally Responsive

The teacher candidate consistently:

- Looks at student differences as personal opportunities to grow and develop
- Shares the belief that students learn differently and those differences are strengths rather than obstacles
- Demonstrates the desire and ability to plan curriculum using the knowledge of students and their lives
- Asks students for help in understanding differences
- Is aware that family and community impact student motivation and learning
- Understands and admits to personal biases
- Shows an understanding of personal communication, teaching and learning styles
- Demonstrates the desire and ability to create a community that is safe and nurturing to all students
- Shows a concern for issues of equity and social justice
- Talks and writes competently about the place of public education within a democracy
- Engages students in discussions concerning culture, equity, democracy and learning
- Provides multiple ways of assessing students

Commitment to the Profession

The teacher candidate is consistently:

- Committed to being an excellent teacher and is able and willing to work toward that purpose
- Willing to go beyond the day
- Seeking opportunities to work with children
- Committed to teaching as their primary profession

- Demonstrating a desire to learn
- Looking for information beyond text
- Demonstrating that they value and understand the many facets of the profession
- Demonstrating the love of students over academic material
- Culturally responsive; desiring to reach and teach all
- Striving for improvement
- Aware that it is not possible to know everything
- Caring of young people and working to keep abreast of information concerning their development
- A lifelong learner
- Aware and accepting of their public responsibilities as a professional
- Engaged in appropriate discussions and new inquiry with professional colleagues
- Aware of the diversity, exceptionality and individuality in their classroom
- Eager, enthusiastic and motivated
- Striving to learn and engage in inquiry
- Aware of the importance of being a member of the professional and larger community