

**Preliminary Education Specialist Credential Program
Directed Teaching Experience
Candidate Dispositions**

CANDIDATE	CWID NUMBER	COURSE
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SCHOOL	DISTRICT	AGE LEVEL/SETTING
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RUBRIC FOR ASSESSING CANDIDATE DISPOSITIONS					
4 = Exemplary	Extensive indicators of candidate behavior that exemplifies the disposition description. Substantial evidence of consistency over time in demonstrating effort toward meeting the indicator.				
3 = Acceptable	Adequate evidence of consistency over time in demonstrating effort toward meeting the indicator. Multiple indicators of candidate behavior that matches the disposition description.				
2 = Developing	Some examples of candidate behavior that exemplifies the disposition description. Limited evidence of consistency over time in demonstrating effort toward meeting indicator				
1 = Unacceptable	Few to no examples of candidate behavior that exemplify the disposition description. Little to no evidence of consistency over time in demonstrating effort toward meeting indicator.				
KNOWLEDGEABLE & COMPETENT SPECIALISTS					
Commitment to Learning:		4	3	2	1
The candidate demonstrates curiosity and interest in learning more about students and content areas.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The candidate takes initiative in practicing skills for working with small and large groups.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The candidate readily participates in classroom routines.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Language:		4	3	2	1
The candidate is diligent in appropriate and correct use of oral and written language.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REFLECTIVE & RESPONSIVE PRACTITIONERS					
Attention to Diversity:		4	3	2	1
The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Reflection:		4	3	2	1
The candidate reflects on and evaluates his or her own behavior and work.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration:		4	3	2	1
The candidate takes advantage of opportunities to communicate and/or work with professional colleagues and other adults.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback:		4	3	2	1
The candidate is receptive and responsive to professional feedback incorporating suggestions into practice. He or she is willing to consider multiple perspectives of his or her own performance.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMITTED & CARING PROFESSIONALS					
Professional Demeanor & Responsibility:		4	3	2	1
The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The candidate is poised and professional in his or her demeanor and communication with others.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Growth:		4	3	2	1
The candidate seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes (e.g., attends faculty meetings, workshops, parent meetings, visits other classrooms, etc.)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
