



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

Please clarify areas of concern, using the space below:

Student Signature

*Josephine Vandy*

Date 04/16/2026

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