

Teacher Licensure Candidate Disposition Assessment Instrument

Candidate:	Assessor:	Date:
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The candidate must demonstrate proficiency on all dispositions **prior to the completion of the licensure program**. Please rate the candidate on each disposition using the descriptors listed below as the basis for your rating. Each rating of *Approaches Minimum* or *Does Not Meet* **requires a recommendation** in the appropriate section below.

Candidate demonstrates	Meets Target Area	Acceptable – Meets Sufficient Expectations of Target Area	Approaches Minimum Expectations of Target Area	Does Not Meet Minimum Expectations	Not Observed
Expectation: Candidates begin to demonstrate in Field Study I.					
<ul style="list-style-type: none"> communicates effectively FSU Mission¹ Statement, paragraph 3 MA PST: 3b, 3c InTASC: 8, 9, 10 	<ul style="list-style-type: none"> Consistently/always (90% to 100% of the time) uses a two-way system which supports frequent, proactive, and personalized communication with students, families, and colleagues; Consistently/always (90% to 100% of the time) conveys thoughts, ideas, and instructions in speech and in writing while using proper grammar, syntax, spelling appropriate to audience; Consistently/always (90% to 100% of the time) demonstrates exceptional active listening skills 	<ul style="list-style-type: none"> Regularly (80% to 89% of the time) uses two-way communication and responds promptly and carefully to communications from students, families, and colleagues. Regularly (80% to 89% of the time) conveys thoughts, ideas and instructions through speech and writing using proper grammar, syntax, and spelling appropriate to audience; Regularly (80% to 89% of the time) demonstrates active listening skills; 	<ul style="list-style-type: none"> Oral and written communication may not include proper syntax or may not be appropriate for all audiences Occasionally (70% to 79% of the time) demonstrates active listening skills 	<ul style="list-style-type: none"> Communication is reactive, rather than proactive or Oral and/or written communication contains multiple errors in grammar, usage, spelling, syntax or response time exceeds 24 hours 	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> maintains accurate and complete record keeping (e.g. time log, attendance, etc.) PST: 2f 	<ul style="list-style-type: none"> All applicable records are accurate, complete, neat, legible, and orderly; 	Most applicable records are accurate, complete, neat, and legible	Many applicable records are accurate and complete but not necessarily neat or legible	Does not yet maintain accurate and complete records	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> interacts with students in a friendly, firm, and empathetic manner FSU: <ul style="list-style-type: none"> Ethical Citizenship Global Stewardship PST: 2b, 2c, 2e, 2f CAEP 1.1 InTASC: 3 	Consistently (90% to 100% of the time) has developed a strong rapport with all students and consistently interacts with all students in a friendly, firm, and empathetic manner	Regularly (80% to 89% of the time) interacts with students in a friendly, firm, and empathetic manner	Occasionally (70% to 79% of the time) interacts with students in a friendly, firm, and empathetic manner	Infrequently/rarely (under 70% of the time) interacts with students or infrequently/rarely interacts with students in an appropriate manner	The candidate did not have an opportunity to demonstrate.

¹ FSU Mission: FSU Mission Statement and Core Values

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Expectation: Candidates begin to demonstrate in Field Study I.					
<ul style="list-style-type: none"> • supports students’ self-esteem PST: 2e CAEP: 1.1 InTASC: 3 	Consistently/always (90% to 100% of the time) supports students’ self-esteem and consistently offers constructive feedback in a kind and positive manner	Regularly (80% to 89% of the time) supports students’ self-esteem and offers constructive feedback in a kind and positive manner	Occasionally (70% to 79% of the time) supports students’ self-esteem or occasionally offers constructive feedback in a kind and positive manner	Infrequently/rarely (under 70% of the time) supports students’ self-esteem or infrequently/rarely offers constructive feedback in a kind and positive manner	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> • demonstrates an interest in all students PST 2b, 2c, 2e CAEP: 1.1, 1.4 InTASC: 1, 2, 3, 7, 8 	Consistently/always (90% to 100% of the time) listens attentively, welcomes participation, is inclusive, acknowledges students’ feelings and ideas; consistently designs instruction with interests of students in mind	Regularly (80% to 89% of the time) listens attentively, welcomes participation, is inclusive, acknowledges students’ feelings	Occasionally (70% to 79% of the time) listens attentively, welcomes participation, is inclusive, acknowledges students’ feelings	Infrequently/rarely (under 70% of the time) listens attentively or infrequently/rarely welcomes participation or is infrequently/rarely inclusive or infrequently/rarely acknowledges students’ feelings	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> • shows respect to and interacts well with others PST: 3a, 3b, 3c InTASC: 3, 9, 10 	Consistently/always (90% to 100% of the time) shows respect to and interacts exceptionally well with students, teachers, staff, administrators, and families	Regularly (80% to 89% of the time) shows respect to and interacts well with students, teachers, staff, administrators, and families	Occasionally (70% to 79% of the time) shows respect to and interacts well with all students or shows respect to and interacts well with all teachers, staff, administrators, and families	Infrequently/rarely (under 70% of the time) shows respect to students or school personnel or infrequently/rarely interacts well with students or teachers, staff, administrators and families	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> • demonstrates awareness of diversity (e.g. cultural, socio-economic, linguistic, etc.) FSU: Inclusive and Collaborative Community PST: 2a, 2b, 2c, SEI a, SEI b, SEI c, SEI d, SEI e CAEP: 1.1, 1.4 InTASC: 1, 2, 3, 7, 8 	Consistently/ always (90% to 100% of the time) demonstrates awareness of, understanding of, and respect for all types of diversity, including but not limited to cultural, racial, socio-economic, gender, linguistic, sexuality, learning style, etc.	Regularly (80% to 89% of the time) demonstrates awareness of diversity including cultural, racial, socio-economic, gender, linguistic, sexuality, learning style, etc.	Occasionally (70% to 79% of the time) demonstrates awareness of diversity present in the classroom or school community	Infrequently/rarely (under 70% of the time) demonstrates awareness of diversity present in classroom or school community	The candidate did not have an opportunity to demonstrate.

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Expectation: Candidates begin to demonstrate in Field Study I.					
<p>• exhibits professional attire, professional behavior PST: 4a, 4f CAEP: 1.1 InTASC: 9</p>	Consistently/always (90% to 100% of the time) exhibits classroom appropriate attire (business casual: for example no jeans, no yoga pants), professional behavior, 100% of the time	Regularly (80% to 89% of the time) exhibits professional attire (business casual: for example, no jeans, no yoga pants), professional behavior	Occasionally (70% to 79% of the time) exhibits classroom appropriate attire (business casual: for example no jeans, no yoga pants) or occasionally exhibits professional behavior	Infrequently/rarely (under 70% of the time) exhibits professional attire (business casual: for example, no jeans, no yoga pants) or infrequently/rarely behaves professionally,	The candidate did not have an opportunity to demonstrate.
<p>• demonstrates punctuality and preparedness InTASC: 7</p>	Consistently/always (90% to 100% of the time) arrives on time and is prepared; if a schedule change is required, notifies the SP well in advance, 100% of the time	Regularly (80% to 89% of the time) arrives on time and is prepared and on scheduled days; notifies the SP of schedule changes in advance	Occasionally (70% to 79% of the time) attends and arrives on time or occasionally is prepared or occasionally attends on scheduled days	Infrequently/rarely (under 70% of the time) attends and arrives on time or arrives prepared or attends on scheduled days,	The candidate did not have an opportunity to demonstrate.
<p>• models continuous learning PST: 4b CAEP: 1.2 In TASC: 9</p>	Consistently/always (90% to 100% of the time) demonstrates enthusiasm for learning and teaching; consistently welcomes feedback and heeds advice, seeks knowledge and experience, constantly strives to improve	Regularly (80% to 89% of the time) demonstrates interest for learning and teaching; follows the lead of the classroom teacher, accepts and heeds feedback	Occasionally (70% to 79% of the time) follows the lead of the teacher or occasionally implements feedback or occasionally shows enthusiasm for learning and teaching	Infrequently/rarely (under 70% of the time) heeds feedback or infrequently/rarely follows the lead of the teacher or infrequently/rarely demonstrates enthusiasm for learning and teaching	The candidate did not have an opportunity to demonstrate.
<p>• collaborates with others PST: 3b CAEP: 1.1 InTASC: 9, 10</p>	Consistently/always (90% to 100% of the time) collaborates with, shares resources with, and willingly accepts feedback from faculty and peers	Regularly (80% to 89% of the time) collaborates with, shares resources with, and accepts some feedback from faculty and peers	Occasionally (70% to 79% of the time) collaborates with, shares resources with, and accepts some feedback from faculty and peers	Infrequently/rarely (under 70% of the time) collaborates with, or infrequently/rarely shares resources with or infrequently/rarely accepts feedback from faculty and peers	The candidate did not have an opportunity to demonstrate.
<p>• models self-motivation, and self-discipline PST: 4a, 4b CAEP 1.1 InTASC 3</p>	Consistently/always (90% to 100% of the time) serves as an exceptional role model for self-motivation and self-discipline; shows restraint when appropriate; maintains routines and adheres to procedures and guidelines	Regularly (80% to 89% of the time) models self-motivation and self-discipline; maintains routines; adheres to procedures and guidelines	Occasionally (70% to 79% of the time) models self-motivation and self-discipline	Infrequently/rarely (under 70% of the time) models self-motivation and self-discipline This disposition is observed to a limited extent.	The candidate did not have an opportunity to demonstrate.
<p>• uses tact and good judgment PST: 4f</p>	Consistently/always (90% to 100% of the time) uses exceptional tact and good judgment This would include sensitivity when dealing with difficult issues.	Regularly (80% to 89% of the time) uses tact and good judgment	Occasionally (70% to 79% of the time) uses tact and good judgment	Infrequently/rarely (under 70% of the time) uses tact and good judgment in connection with the school setting. This disposition is observed to a limited extent.	The candidate did not have an opportunity to demonstrate.

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Expectation: Candidates begin to demonstrate in Field Study I.					
<ul style="list-style-type: none"> models personal responsibility CAEP 1.1 PST: 4f 	Consistently/always (90% to 100% of the time) models responsibility. The candidate demonstrates strong accountability to students and to the education profession.	Regularly (80% to 89% of the time) models personal responsibility and demonstrates strong accountability to students and to the education profession.	Occasionally (70% to 79% of the time) models personal responsibility	Infrequently/rarely (under 70% of the time) model personal responsibility This disposition is observed to a limited extent.	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> maintains confidentiality FSU: Ethical Citizenship PST: 4f InTASC: 9 	Consistently/always (90% to 100% of the time) uses discretion in discussing school-related issues and students' personal issues. When appropriate, the candidate avoids revealing private information.	Regularly (80% to 89% of the time) uses discretion in discussing school-related issues and students' personal issues	Occasionally (70% to 79% of the time) uses discretion in discussing school-related or student-related matters	Infrequently/rarely (under 70% of the time) uses discretion in discussing school-related or student-related matters	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> treats all students equitably PST: 2b, 2d, 2e CAEP: 1.1 InTASC: 1, 2, 3, 7, 8, 9 	Consistently/always (90% to 100% of the time) makes extraordinary efforts to treat all students equitably at all times	Regularly (80% to 89% of the time) treats all students equitably	Occasionally (70% to 79% of the time) treats all students equitably	Infrequently/rarely (under 70% of the time) treats all students equitably	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> demonstrates honesty PST: 4f CAEP: 1.1 InTASC: 9 	Consistently/always (90% to 100% of the time) demonstrates honesty in the school setting. The candidate is truthful when working with students and/or colleagues.	Regularly (80% to 89% of the time) demonstrates honesty	Occasionally (70% to 79% of the time) demonstrates honesty. There are some concerns that connect with a candidate's truthfulness when working with students and/or colleagues.	Infrequently/rarely (under 70% of the time) demonstrates honesty. There are significant concerns that connect with a candidate's truthfulness when working with students and/or colleagues.	The candidate did not have an opportunity to demonstrate.
Recommendation(s):					

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Expectation: Candidates begin to demonstrate in Field Study II.					
<p>• demonstrates self-reflection PST: 4a</p>	<p>Consistently and continuously (90% to 100% of the time) demonstrates self-reflection and adjustment to practice. Self-reflection suggests a strong commitment to introspective practice.</p>	<p>Regularly (80% to 89% of the time) demonstrates self-reflection and adjustment to practice</p>	<p>Occasionally (70% to 79% of the time) demonstrates self-reflection or adjustment to practice</p>	<p>Infrequently/rarely (under 70% of the time) demonstrates self-reflection or adjustment to practice</p>	<p>The candidate did not have an opportunity to demonstrate.</p>
<p>• applies understanding of content MA PST: 1a CAEP: 1.1, 1.3 InTASC 4, 5</p>	<p>Consistently/always (90% to 100% of the time) demonstrates in-depth knowledge of the content described in professional, state and national standards. Consistently/always demonstrates knowledge through inquiry, critical analysis, and synthesis of the subject matter.</p>	<p>Regularly (80% to 89% of the time) demonstrates in-depth knowledge of the content described in professional, state and national standards. Regularly demonstrates knowledge through inquiry, critical analysis, and synthesis of the subject matter.</p>	<p>Occasionally (70% to 79% of the time) demonstrates in-depth knowledge of the content described in professional, state and national standards. Occasionally demonstrates knowledge through inquiry, critical analysis, and synthesis of the subject matter.</p>	<p>Infrequently/rarely (under 70% of the time) demonstrates in-depth knowledge of the content described in professional, state and national standards. Infrequently/rarely demonstrates knowledge through inquiry, critical analysis, and synthesis of the subject matter.</p>	<p>The candidate did not have an opportunity to demonstrate.</p>
<p>• applies understanding of content-specific pedagogy MA PST: 1a CAEP: 1.1, 1.3 InTASC 4, 5, 8</p>	<p>Consistently/always (90% to 100% of the time) reflects a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state and national standards. Candidates have an in-depth understanding of the content that they plan to teach and are able to provide multiple explanations and instructional strategies so that all students learn. Candidates consistently/always present the content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately.</p>	<p>Regularly (80% to 89% of the time) reflects a solid understanding of the relationship of content and content-specific pedagogy delineated in professional, state and national standards. Candidates have an understanding of the content that they plan to teach and are able to provide explanations and instructional strategies so that all students learn. Candidates regularly present the content to students in clear, and compelling ways, using real-world contexts and integrating technology appropriately.</p>	<p>Occasionally (70% to 79% of the time) reflects a basic understanding of the relationship of content and content-specific pedagogy delineated in professional, state and national standards. Candidates have a basic understanding of the content that they plan to teach and are able to provide some explanations and instructional strategies so that students learn. Candidates occasionally present the content to students in clear, and compelling ways, using real-world contexts and integrating technology appropriately.</p>	<p>Infrequently/rarely (under 70% of the time) reflects an understanding of the relationship of content and content-specific pedagogy delineated in professional, state and national standards. Candidates have some understanding of the content that they plan to teach and are able to provide explanations and instructional strategies so that students learn. Candidates infrequently/rarely present the content to students in clear, and compelling ways, using real-world contexts and integrating technology appropriately.</p>	<p>The candidate did not have an opportunity to demonstrate.</p>

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Expectation: Candidates begin to demonstrate in Field Study II.					
<ul style="list-style-type: none"> applies understanding of content and makes interdisciplinary connections MA PST: 1a CAEP: 1.1, 1.3 InTASC 1, 4	Consistently/always (90% to 100% of the time) demonstrates strong understanding of content and its place in all contexts; includes interdisciplinary connections	Regularly (80% to 89% of the time) demonstrates understanding of content; applies understanding of content and makes interdisciplinary connections	Occasionally (70% to 79% of the time) demonstrates basic understanding of content; makes interdisciplinary connections	Does not yet demonstrate basic understanding of content or does not yet make interdisciplinary connections	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> demonstrates classroom awareness PST:2f	<ul style="list-style-type: none"> Consistently/always (90% to 100% of the time) manages behavior and activity in the classroom during small group activities as well as whole class lessons; Students are engaged and consistently on-track 	<ul style="list-style-type: none"> Regularly (80% to 89% of the time) effectively manages behavior and activity in the classroom during small group activities as well as whole class lessons; Candidate re-directs students and gets them back on-track 	<ul style="list-style-type: none"> Occasionally (70% to 79% of the time) manages behavior and activity in the classroom during whole class lessons; Candidate attempts to re-direct students and gets them back on-track 	<ul style="list-style-type: none"> Does not yet manage behavior and activity in the classroom during whole class lessons; Is not yet successful in getting all students back on-track 	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> maintains school materials and equipment effectively PST: 2f	<ul style="list-style-type: none"> Consistently/always (90% to 100% of the time) manages materials and equipment with care Consistently/always (90% to 100% of the time) returns materials and equipment to designated location Consistently/always (90% to 100% of the time) leaves equipment and storage areas neat and clean Consistently/always (90% to 100% of the time) reserves and signs out equipment as necessary Consistently/always (90% to 100% of the time) sets up and tests equipment in advance 	<ul style="list-style-type: none"> Regularly (80% to 89% of the time) manages materials and equipment with care Regularly (80% to 89% of the time) returns materials and equipment to designated location Regularly (80% to 89% of the time) leaves equipment and storage areas neat and clean 	<ul style="list-style-type: none"> Occasionally (70% to 79% of the time) manages materials and equipment with care Occasionally (70% to 79% of the time) returns materials and equipment to designated location 	<ul style="list-style-type: none"> does not yet manage materials and equipment with care or does not yet return materials and equipment to the designated location 	The candidate did not have an opportunity to demonstrate.
<ul style="list-style-type: none"> maintains a safe and orderly classroom PST: 2f	Consistently/always (90% to 100% of the time) maintains a classroom environment which is physically and emotionally safe as well as orderly in both physical layout and routines	Regularly (80% to 89% of the time) maintains a classroom environment which is physically and emotionally safe as well as orderly in both physical layout and routines	Occasionally (70% to 79% of the time) maintains a physically and emotionally safe classroom or occasionally maintains a classroom which is orderly in physical layout and routines	Infrequently/rarely (under 70% of the time) maintains a classroom which is both safe (physically and emotionally) and orderly in physical layout and routines	The candidate did not have an opportunity to demonstrate.

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Expectation: Candidates begin to demonstrate in Field Study II.					
• makes timely decisions PST: 2e, 4d	Consistently/always (90% to 100% of the time) demonstrates timely, consistent, effective, and appropriate decisions; consistently demonstrates strong adaptation and anticipatory skills allowing for effective decisions	Regularly (80% to 89% of the time) makes timely and effective decisions	Occasionally (70% to 79% of the time) demonstrates ability to make timely and effective decisions	Infrequently/rarely (under 70% of the time) demonstrates ability to make timely and effective decisions	The candidate did not have an opportunity to demonstrate.
• demonstrates the ability to include and accommodate diverse learners FSU: Inclusive and Collaborative Community PST: 2a, 2b, 2c, SEI a, SEI b, SEI c, SEI d, SEI e CAEP: 1.1, 1.4 InTASC: 1, 2, 3, 8	Consistently/always (90% to 100% of the time) demonstrates exceptional ability to include and accommodate diverse learners consistently meets individual student needs	Regularly (80% to 89% of the time) demonstrates ability to include and accommodate diverse learners, meets individual student needs	Occasionally (70% to 79% of the time) demonstrates ability to include diverse learners, attempts to meet individual student needs	Infrequently/rarely (under 70% of the time) demonstrates ability to include and accommodate diverse learners, rarely attempts to meet individual student needs	The candidate did not have an opportunity to demonstrate.
• motivates all students to achieve academic success, inspires learning PST: 2b, 2d, 2e, SEI d InTASC: 3	Consistently/always (90% to 100% of the time) creates a learning environment which encourages self-motivation, positive social interactions, and active learning	Regularly (80% to 89% of the time) fosters a learning environment which encourages self-motivation, social interactions, and active learning	Occasionally (70% to 79% of the time) fosters a learning environment which encourages self-motivation or social interactions or active learning	Infrequently/rarely (under 70% of the time) fosters a learning environment which encourages self-motivation or social interactions or active learning	The candidate did not have an opportunity to demonstrate.
Recommendation(s):					