



## SPECIAL EDUCATION CANDIDATE DISPOSITIONS ASSESSMENT

### California State University, Fresno

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by Supervising Faculty Member: \_\_\_\_\_ Date: \_\_\_\_\_

Completed by Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

(Circle one) SPED 120 FINAL Practicum

The following matrix was developed based on feedback from our candidates, advisory board members and part-time faculty. Descriptors are listed as evaluation guidelines for each of the dispositions. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Rate yourself or the candidate you are supervising in each of the following listed behaviors as follows. Please check the appropriate box for each of the dispositions.

<b>EVALUTION POINTS</b>	SPED 120 Program Entry		SPED 175/176 Practicum	
<b>DISPOSITION: Reflection</b>	YES	NO	YES	NO
Applies, assesses, reflects upon, and adjusts instructional strategies to advance student learning.				
Accepts and incorporates suggestions in subsequent practice.				
Demonstrates self-analysis regarding one's own strengths and weaknesses.				
Ability to see one's own contribution to identified challenges in the classroom and to make changes as needed.				
<b>DISPOSITION: Critical Thinking</b>	YES	NO	YES	NO
Utilizes assessment data to adjust instruction, choice of curriculum and methods of evaluation.				

Candidate's work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions.				
Intentionally applies and encourages higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving with students in the classroom.				
Solicits and gives thoughtful consideration to alternative and contradictory opinions.				
Inquiring, creative, seeks solutions				
<b>DISPOSITION: Professional ethics.</b>	YES	NO	YES	NO
Recognizes the importance of consulting research to inform instruction for students with special needs				
Shows commitment to ethical conduct: turns in assignments on time, is punctual and reliable in attendance, maintains professional appearance				
Utilizes positive behavioral supports when managing student behavior.				
Actively advocates for students and encourages student self-advocacy.				
Utilizes non-biased assessments.				

<b>DISPOSITION: Valuing Diversity</b>	YES	NO	YES	NO
<b>Examples of behavioral indicators include, but are not limited to:</b>				
Diagnoses learners' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student behavior and feedback, and parent responses)				

Develops lessons that are interesting and engaging utilizing a variety of instructional strategies to accommodate all learners, including those from diverse backgrounds, experiences, and cultures.				
Facilitates the academic and social inclusion of students with special needs in various inclusive activities and environments.				
Differentiates instruction to allow students who differ widely in terms of their background, knowledge, learning styles/preferences, and orientation to school norms to reach common standards.				
<b>EVALUATION POINTS</b>	SPED 120 Program Entry		SPED 175/176 Practicum	
<b>DISPOSITION: Collaboration</b>	YES	NO	YES	NO
<b>Examples of behavioral indicators include, but are not limited to:</b>				
Demonstrates the ability to work creatively and collaboratively with colleagues, parents, and the community.				
Values families as full partners in the educational process				
Collaborates with general education teachers in the modification of instruction, curriculum and assessment of students with special needs.				
Communicates on a regular basis the progress of students with special needs to parents and general education teachers.				
Plans and collaborates to ensure that appropriate supports for smooth transitions are in place.				

<b>EVALUATION POINTS</b>	SPED 120 Program Entry		SPED 175/176 Practicum	
<b>DISPOSITION: Life-long Learning</b>	YES	NO	YES	NO
<b>Examples of behavioral indicators include, but are not limited to:</b>				
Seeks out opportunities for professional development (e.g., attendance at workshops, inservice trainings, conferences, membership in professional organizations) using the information learned to improve teaching practice.				
Seeks out opportunities to serve the school, students, and community (e.g., extracurricular activities, Big Brothers, Big Sisters).				
Demonstrates a positive attitude toward learning, intellectual and academic curiosity.				
Presents on an area of expertise or interest to teachers and/or parents at local, state, national or international conferences or trainings.				

Candidate Signature:.....

Date:.....

Faculty Signature:.....

Date.....