

**CHARLESTON SOUTHERN UNIVERSITY CANDIDATE REMEDIATION
TEACHER EDUCATION PROFESSIONAL DISPOSITIONS**

Student Name _____ Date _____

Disposition of Concern: Professional Responsibility Communication & Collaboration
 Responsive to Diversity Professional Integrity & Commitment

Number of Offensives (Inclusive) 1 2 3

Describe Observable Behavior(s):

Plan of Action:

Validation of Adjustments Made:

Date of Meeting with Professor/Director and /or Faculty _____

Professor Signature _____ Director or Faculty Signature _____

Teacher Candidate Signature (Indicating Understanding of Meeting Discussion and Possible Consequences)

CHARLESTON SOUTHERN UNIVERSITY
CATEGORIES OF DISPOSITIONS

Professional dispositions are an integral part of the teacher education program at Charleston Southern University. All education students are expected to exhibit appropriate dispositions in and out of the classroom while at CSU and in PK-12 schools.

CSU Institutional Standard I: The competent educator demonstrates the knowledge, dispositions, and performances (or skills) to create, manage, and/or supervise supportive learning environments that result in expected and/or increased student achievement.

1. The candidate demonstrates professional responsibility at all times.

Indicators of professional responsibility:

- appropriate and effective actions in field experience settings
- commitment to success for all learners
- initiative and strong work ethic
- flexibility and openness
- effective time management skills
- professional dress and appearance
- acceptance of constructive criticism with immediate positive action on the suggestions

CSU Institutional Standard II: The caring and reflective practitioner relates effectively and sensitively to the diverse needs of all learners and creates a positive and productive classroom and/or school-wide learning environment through on-going, systematic inquiry and reflection.

2. The candidate demonstrates effective communication and collaboration skills in university and PK-12 school classrooms.

Indicators of Communication and Collaboration Skills

- responsive listening skills
- clear and appropriate written and oral language
- the ability to communicate with a variety of audiences/constituents
- skills, responsibility and sensitivity in working in collaborative situations
- a sense of inquiry, intellectual curiosity and effort

3. The candidate exhibits effective dispositions in working with diverse higher education and school faculty, peers, and diverse students in P-12 schools.

Indicators of Positive Response to Diversity

- respect and appreciation for differing opinions, insights, and cultural norms.
- respect for and responsiveness to the diverse abilities, backgrounds, skills, and interests of all learners
- respect for the needs and differences of families and communities
- desire to reach all students, especially those who have special needs and challenging circumstances

CSU Institutional Standard III: The committed professional pursues personal and professional learning experiences alone and collaboratively on an ongoing, systematic basis thereby demonstrating a true commitment to the profession and to seeking the best educational practices.

4. The candidate demonstrates professional integrity and commitment.

Indicators of Integrity and Commitment

- critical thinking and self-directed learning
- the ability to model ethical, moral and Christian values
- self-awareness and honest reflection
- integrity in all situations
- respect for persons in authority, systems and institutions
- consistency in applying biblical truths to personal growth and development
- willingness to participate in professional development activities that will enhance personal/professional growth