

**CHARLESTON SOUTHERN UNIVERSITY CANDIDATE REMEDIATION
TEACHER EDUCATION PROFESSIONAL DISPOSITIONS
AND DISPOSITIONAL BEHAVIORS**

Student Name _____ Date _____

Disposition of Concern: Professional Responsibility School and Classroom Technical Operations Learning Community
 Communication & Collaboration Responsive to Diversity Professional Integrity & Commitment

Number of Offensives (Inclusive) 1 2 3 4 5 6

Describe Observable and/or Measurable Behavior/s:

Plan of Action:

Validation of Adjustments Made:

Date of Meeting with Professor/Director of UG Studies in Education _____

Professor Signature _____ Director's Signature _____

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

**CHARLESTON SOUTHERN UNIVERSITY
CATEGORIES OF DISPOSITIONS**

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.

PROFESSIONAL RESPONSIBILITY (COMPETENT/KNOWLEGE)

Believes and takes responsibility in that all children can learn at high levels and persists in helping children achieve success; appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower in a constructivist philosophy that values systematic inquiry; realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving that considers the cultural background of each student; believes in ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used in purposeful meaningful ways, are necessary for monitoring and promoting student learning; values both long and short term planning in collaboration with colleagues in a demonstration of initiative, flexibility, and openness.

SCHOOL AND CLASSROOM TECHNICAL OPERATIONS

Respects and appreciates the organizational and management of dispositional behaviors in an organization, cultural, social, and political context of schools, school systems, and classrooms; believes in intellectual curiosity, self discipline, compassion, tolerance, and understanding in carrying out the daily operations and responsibilities of teaching; understands the need for and value of accurate and effective written and oral communication with constituent groups.

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.

LEARNING COMMUNITY (CARING AND POSITIVE LEARNING ENVIRONMENT AND INTERACTIONS)

Establishes and participates in a positive learning environment in the classroom and school; values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning that demonstrates democratic values; respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests; committed to the continuous development of individual students' abilities and considers how different motivational strategies and intrinsic motivation contributes to students' life-long growth and learning.

COMMUNICATION and COLLABORATION

A thoughtful and responsive listener who appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class; recognizes the power of language for fostering self-expression, identify development, and learning; values many ways in which people seek to communicate and encourages many modes of communication in the classroom; values colleague communication and collaboration in professional activities and interactions.

RESPONSIVE TO DIVERSITY (ADAPTABILITY/FLEXIBILITY)

Appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, is committed to help them develop self-confidence and competence, believes that plans must always be open to adjustment and revision based on student needs and changing circumstances; values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs; sensitive to community and cultural norms and respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

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.

PROFESSIONAL INTEGRITY AND COMMITMENT

Values critical thinking and self-directed learning in supporting one's own appropriate professional practices; believes in self-reflection to understand self and improves themselves in all aspects of their personal and professional life; committed to seeking out, developing, and continually refining practices that address the individual needs of students; values the role of research for informing the field of education; models ethical, moral, Christian values in all aspects of life in and outside the classroom; demonstrates respect to CSU and school faculty and staff; demonstrates self-awareness of personal strengths and weaknesses; demonstrates a professional demeanor.