

California State University, Fullerton
Department of Special Education (657) 278-3411
Preliminary Education Specialist Credential Program
Clinical Experience Final Dispositions Evaluation

The College of Education at California State University, Fullerton is committed to providing all students with a just, equitable, and inclusive education as defined below.

JUST EDUCATION

A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one’s own privileges, biases, perspectives and beliefs on the interactions one has with students.

EQUITABLE EDUCATION

A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and to the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, SES, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

INCLUSIVE EDUCATION

A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students’ backgrounds not only as a means to support them in developing tools to participate with success in the broader society but also as a mechanism to transform how we do our work.

4 = Exemplary	Extensive indicators of candidate behavior that exemplifies the disposition description. Substantial evidence of consistency over time in demonstrating effort toward meeting the indicator.
3 = Acceptable	Adequate evidence of consistency over time in demonstrating effort toward meeting the indicator. Multiple indicators of candidate behavior that matches the disposition description.
2 = Developing	Some examples of candidate behavior that exemplifies the disposition description. Limited evidence of consistency over time in demonstrating effort toward meeting indicator
1 = Unacceptable	Few to no examples of candidate behavior that exemplify the disposition description. Little to no evidence of consistency over time in demonstrating effort toward meeting indicator.

PROMOTE DIVERSITY	4	3	2	1
Candidates demonstrate a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner.				
In their work as future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes.				
Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students’ diverse backgrounds and experiences.				
ENGAGE IN COLLABORATIVE ENDEAVORS	4	3	2	1
Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being.				
In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.				

THINK CRITICALLY	4	3	2	1
Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists.				
In their work with others, they use a variety of formal and informal assessments to evaluate progress and performance, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.				
MAINTAIN PROFESSIONAL AND ETHICAL STANDARDS	4	3	2	1
Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as				

defined in state, national, and institutional standards.				
They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.				
VALUE LIFE-LONG LEARNING	4	3	2	1
Candidates understand that professional development is a continuing process.				
They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession.				
In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.				