Residency in Secondary Education
CSU, Chico • School of Education RiSE Education Specialist Application for MILD/MODERATE or MODERATE/SEVERE DISABILITIES

Name: ___________________________ Student ID: ___________________________

**Deadlines for Application:** Due in Tehama Hall, Room 101 by 4:00 p.m. on October 1 or next working day (for spring start). Please staple, clip or put your packet in an envelope to submit. Please do not use a binder or page protectors.

Please be sure you have all prerequisites completed or in process before applying. Contact Andrew Nichols, (Credential Advisor) at 530-898-4582, anichols@csuchico.edu if you have questions about prerequisites or equivalent courses.

The following items are required for completion of your application. Use this application checklist to help organize your materials. Make sure to keep a copy of all documents submitted.

☐ Apply to Graduate Studies online at http://www.csumentor.edu for admission to the program, (early application is strongly recommended). You will pay the $55 application fee at this time and complete ALL the sections of the application. NOTE: the “Statement of Purpose” section is a CRITICAL step to applying to grad school. For help, please contact the Graduate Studies office, (graduatesudies@csuchico.edu 530-898-6880).

☐ Submit one official set of transcripts by mail (sealed and less than two years old) from all colleges or universities previously attended, to Graduate Studies at CSU, Chico. Office of Graduate Studies Student Services Center 460 CSU, Chico, 400 West 1st St. Chico, CA 95929-0875

NOTE: If you are (or expect to be) a graduate of CSU, Chico, you do not need to submit transcripts to Graduate Studies.

☐ An “Initial Writing Assessment” is required to apply for MA in Educ. Visit CSU, Chico’s MA site: http://www.csuchico.edu/soe/advanced/education/ma-process.shtml for the submission process.

☐ Completed “RiSE Credential Program Application” (attached).

NOTE: There is a $75 credential program application fee. Include a check or money order made payable to CSU, Chico with your application, or pay the fee through Student Financial Services, SSC 230.

☐ A copy of your “Professional Résumé” which must include Three (3) additional references. Provide the names and phone numbers of three (3) people who know you in an educational setting (college professor, teacher, school administrator, church school director, or work supervisor). For assistance you may contact the Career Center (530-898-5253, SSC 270).

☐ Handwritten “Belief and Experience Statements” (attached).

☐ Candidate Disposition Form (attached) should be completed by the teacher in whose classroom your early field experience (such as SPED 569) was completed.

☐ Two letters of recommendation that outline the qualities you possess which will contribute to effective teaching. To be accepted the letters must be accompanied by the attached “Letter of Recommendation Access Waiver Form” (see directions on form). The letters may be from a work supervisor or a professor who can verify your professional abilities. Letters should be current and on letterhead.

☐ One set of unofficial transcripts from all previous colleges/universities including CSU, Chico transcripts.

☐ Verification of tuberculosis clearance and current CPR certification (TB test must have been within the last 3 years). NOTE: CPR Certification must be valid at the time of graduation and recommendation; valid for only 2 years. Participants may need to renew.

☐ Apply for a Certificate of Clearance (fingerprint check). Obtain the Clearance packet in Tehama 101 or online at http://www.csuchico.edu/soe/documents/COC.pdf. Complete Parts One and Two. Include a copy of the completed Request for Live Scan Service sheet with this application. Complete this process early if you think there might be a delay to receiving your clearance.

☐ Verification of Basic Skills: Basic skills requirement must be satisfied and results on file with the School of Education for program admittance. This can be satisfied by either the CBEST or CSET Writing Skills Exam. Information can be found online for both exams at: http://www.ctcexams.vesinc.com/

If you have not requested that your official scores for either of these exams be sent to CSU, Chico, please include a sealed, official copy of your exam results. If you do not have passing results for CBEST and/or CSET, submit the attached signed Memorandum of Understanding (MOU). For questions on this requirement, contact Andrew Nichols, (Credential Advisor).

Subject Matter Competence Required for program admission.
Subject Matter Competence may be verified by:

☐ Passage of the CSET exam for the appropriate subject (CSET for Multiple Subject is the standard competency area). Information may be found at http://www.cset.vesinc.com. If you have not already done so, please include a sealed, official copy of your exam results.

If you wish to schedule an appointment with the RiSE Recruiter/Grants Project Assistant, Cheryl Ordorica, call 530-898-3246, or email corderica@csuchico.edu.
This form, along with your Graduate Studies application, is used by the School of Education to certify that admission requirements are met for the Education Specialist program. Please fill out the form completely.

**LAST NAME**  **FIRST NAME**  **M.I.**  **STUDENT ID #**

Local Mailing Address  City  Zip

Phone  Email (Note: Your University email address will be used for all official correspondence.)

Select one:
☐ Preliminary Mild/Moderate Disabilities
☐ Preliminary Moderate/Severe Disabilities

**CSET** (Subject Matter Competence)  **CBEST or CSET: Writing Skills** (Basic Skills Exams)
☐ CSET exam passed, official results sent to CSU, Chico  ☐ CBEST exam passed, official results sent to CSU, Chico
☐ Exam not yet passed, explanation provided on MOU  ☐ Exam not yet passed, explanation provided on MOU (page 4)
☐ Subject Matter Waiver form from advisor

Applicants who have passed CSET Writing Skills Exam may waive CBEST

Note: If you did not request that your official scores be sent to CSU, Chico, please include a sealed, official copy of your exam results.

**Certificate of Clearance** (fingerprinting):
☐ Fingerprinting completed on ________ (following Live Scan, online application must be submitted)
☐ Certificate of Clearance online application submitted on ________
☐ Credential held (if applicable):

**Bachelor’s Degree**  Institution:  Cumulative GPA:
Major:  Graduation date or anticipated date:

Note: GPA must meet the graduate admissions requirement of 2.75 (in last 60 units) and a 3.0 (in last 30 units).

**Colleges/Universities attended (list all)**
☐ CSU, Chico

**Letters of Recommendation** (Please give name, email and phone # for all requested Letters of Recommendation):
**Prerequisite Courses Completed**

Courses in progress should be marked “IP” for grade received. (Equivalent courses must be approved by SOE Equivalency Form)

NOTE: All prerequisite courses must be completed with a grade of C- or higher and a cumulative GPA of 3.0.

<table>
<thead>
<tr>
<th>CSU Chico Course</th>
<th>Title of Course</th>
<th>Semester / Grade</th>
<th>Institution</th>
<th>Equivalent Course #</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ EDTE 302</td>
<td>Access &amp; Equity in Education</td>
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<tr>
<td>☐ ENGL 471</td>
<td>Theory &amp; Practice of 2nd Language Acquisition</td>
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<td>☐ HCSV 450</td>
<td>Health Education for Teachers</td>
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<td>☐ PSYC 414</td>
<td>Psychology of Teaching</td>
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<td>☐ CMST 131</td>
<td>Speech Communication</td>
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<td>☐ POLS 155</td>
<td>American Government</td>
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<tr>
<td>☐ SPED 343</td>
<td>Overview of Special Education</td>
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<tr>
<td>☐ SPED 569</td>
<td>Field Experience: General &amp; Special Education</td>
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<tr>
<td>☐ SPED 564</td>
<td>Management of Learning Environments</td>
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<tr>
<td>☐ SPED 580</td>
<td>Introduction to Autism Spectrum Disorders</td>
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</tbody>
</table>

**Native English Speaker**

☐ Yes  ☐ No

**Ethnicity** (used for demographic reporting purposes only)

☐ African American/Black  ☐ Caucasian/White
☐ American Indian or Alaska Native  ☐ Hispanic/Latino of any race
☐ Asian  ☐ Native Hawaiian or Other Pacific Islander
☐ Decline to state
Memorandum of Understanding (MOU) Regarding Credential Exams

This form must be signed by a School of Education advisor and included with your credential application if you do not have passing score reports for CBEST and/or CSET. Applications submitted without the necessary score reports will be considered but not given priority review.

You are not required to submit this form if you have passed the necessary exams and included appropriate verification with your application.

☐ CBEST or ☐ CSET Writing Skills Exam:
☐ Not yet taken
☐ Exam taken, awaiting results (date taken: ____________________________)
☐ Attempted but not yet passed (scores: ____________________________)
Have you registered to take/retake the exam? ☐ Yes ☐ No
   If yes, when? ____________________________

CSET for Multiple Subject:
☐ Not yet taken
☐ Passed the following sections: ____________________________
☐ Exams taken, awaiting results (dates taken: ____________________________)
☐ Attempted but not yet passed (scores: ____________________________)
Have you registered to take/retake the exam? ☐ Yes ☐ No
   If yes, when and which sections? ____________________________

Explanation of exam status:

By signing below, I acknowledge that submitting an application without the necessary exam score reports may 1) prohibit admission to the credential program until verification of passing status for both requirements is submitted to the School of Education, or 2) prohibit teaching practicum until verification of passing status for both requirements is submitted to the School of Education.

________________________________________   ____________
Credential Applicant Signature               Date

Approved by:

________________________________________   ____________
School of Education Advisor Signature       Date
School of Education
California State University, Chico
Letter of Recommendation Access Waiver Form

The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g) and the regulations adopted thereunder (34 C.F.R. 99) gives applicants the right to inspect letters of recommendation written in support of applications for admission, employment, or awards. The law also permits students to waive that right if they choose, although such a waiver is voluntary and cannot be a condition of admission, employment, or award.

APPLICANT / STUDENT

This section is to be completed by the Applicant prior to submitting form to the Recommender. Letters of recommendation will not be accepted unless accompanied by this form. Letters and forms are to be mailed directly by your recommender to the department address below. Please include a self-addressed stamped envelope. Address to: School of Education, CSU, Chico, 400 West First Street, Chico, CA 95929-0222. *Note: International applicants may send sealed recommendations with their application material directly to the Office of International Education.

Applicant Name: ____________________________

☐ I waive my right of access to this form and letter of recommendation.

☐ I do NOT waive my right of access to this form and letter of recommendation.

______________  ________________
Signature        Date

RECOMMENDER

Name (please print or type) ____________________________  Institution or Company Name ____________________________

Title / Position ____________________________  Relationship to Applicant (advisor, supervisor, etc.) ____________________________

Please rate, by checking the appropriate boxes, the applicant relative to other students with whom you have worked who have gone on to graduate school in recent years:

<table>
<thead>
<tr>
<th></th>
<th>Top 1-2%</th>
<th>Top 5%</th>
<th>Top 10%</th>
<th>Top 50%</th>
<th>Bottom 50%</th>
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<tr>
<td>Academic Preparation</td>
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<tr>
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<tr>
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<td>Overall Ability</td>
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</table>

On a separate sheet of letterhead, please write candidly about your knowledge of the applicant and the applicant’s qualifications, including but not limited to the applicant’s discipline, creativity, intellectual independence, capacity for critical thinking, and ability to organize and express ideas clearly, especially as these qualifications relate to the field of teaching.

Please sign this form below, thus indicating your awareness of the applicant’s choice regarding right of access to your letter of recommendation, staple it to your signed letter of recommendation printed on letterhead, and mail in the envelope provided to you by the applicant (see above).

Should you have questions, please contact the School of Education at 530-898-6421 or educ@csuchico.edu. Thank you for your support and cooperation.

______________  ________________
Signature        Date
School of Education  
California State University, Chico  
Letter of Recommendation Access Waiver Form

The Family Educational Rights and Privacy Act of 1974 (FERPA) (20 U.S.C. 1232g) and the regulations adopted thereunder (34 C.F.R. 99) gives applicants the right to inspect letters of recommendation written in support of applications for admission, employment, or awards. The law also permits students to waive that right if they choose, although such a waiver is voluntary and cannot be a condition of admission, employment, or award.

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☐ I waive my right of access to this form and letter of recommendation.

☐ I do NOT waive my right of access to this form and letter of recommendation.

__________________________________________  ______________
Signature                                      Date

**RECOMMENDER**

__________________________  ______________________
Name (please print or type)                     Institution or Company Name

__________________________  ______________________
Title / Position                             Relationship to Applicant (advisor, supervisor, etc.)

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Should you have questions, please contact the School of Education at 530-898-6421 or educ@csuchico.edu. Thank you for your support and cooperation.

__________________________________________  ______________
Signature                                      Date
Part 1: Belief Statement:
The mission of the School of Education includes the following: We believe in the power of education to create a diverse, democratic, socially responsible society in which every student is valued.
Based upon the teaching philosophy that you have developed, describe specific teaching practices that would work towards meeting the goals of the mission statement. Use the space provided below for your handwritten statement; do not use reverse side or additional pages.
Part 2: Experience Statement:
Provide a handwritten description of an experience from your life and discuss how that experience would influence your work with diverse populations of children (struggling learners, English Learners, children from low socioeconomic backgrounds, or children with disabilities or exceptional needs). Include specific examples and use the space provided below; do not use reverse side or additional pages.

SIGNATURE: ___________________________ DATE: ___________________________

Note: This form will not be kept confidential. It will be read by university faculty and possibly by public school personnel.
Candidate Name: ______________________________

Candidate Program Level: ☐ Early School Experience ☐ Teaching Practicum I ☐ Teaching Practicum II

To the respondent: Effective credential candidates should enter our programs with certain dispositions and continue to develop those dispositions through the experiences provided in our professional programs. Please mark an “x” in the box that represents your rating of the dispositions, keeping in mind the candidate’s current program level. For explanations of each performance level and disposition, please see the rubric on the back of this form to guide you in your ratings. The purpose of this form is to guide and inform program faculty in their acceptance decisions and to monitor professional growth throughout the credential program.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Unacceptable (1)</th>
<th>Acceptable Beginning Practice (2)</th>
<th>Acceptable Professional Practice (3)</th>
<th>Exceptional Practice (4)</th>
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<tbody>
<tr>
<td>Disposition #1</td>
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<tr>
<td>Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students’ varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field.</td>
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<tr>
<td>Disposition #2</td>
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<tr>
<td>Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.</td>
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<tr>
<td>Disposition #3</td>
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<tr>
<td>Committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.</td>
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<tr>
<td>Disposition #4</td>
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<tr>
<td>Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.</td>
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<tr>
<td>Disposition #5</td>
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<tr>
<td>Committed to the expression and use of democratic values and is committed to creating a learning environment that fosters active engagement in learning and encourages positive social interaction.</td>
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Signature ______________________________ Print Name ______________________________

Position ______________________________ Date ______________________________

School ______________________________ Phone ______________________________

Total hours spent in your classroom: _____ Dates from _________ to _________

Diverse classroom ☐ Yes ☐ No Number of English Language Learners in your classroom: ____________

Recommend for Credential Program acceptance: ☐ Yes ☐ No (Early Field Experience only)

Additional comments are welcome.
## Teaching Dispositions Rubric

CSU, Chico School of Education

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Unacceptable (1)</th>
<th>Acceptable Beginning Practice (2)</th>
<th>Acceptable Professional Practice (3)</th>
<th>Exceptional Practice (4)</th>
</tr>
</thead>
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<tr>
<td><strong>Disposition #1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students’ varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field.</td>
<td>Inequitably interacts and responds to students; is unaware of opportunities to enhance cross-cultural understandings; is non-responsive to students’ individual differences; misses opportunities to encourage cultural sensitivities and perspectives; is unaware of culturally responsive pedagogical practices.</td>
<td>Is aware of the need to interact and respond to all students equitably; attempts to respond to opportunities to enhance cross-cultural understandings; recognizes individual differences; attempts to encourage cultural sensitivities and perspectives; is aware of culturally responsive pedagogical practices.</td>
<td>Is aware of the need to interact and respond to all students equitably and demonstrates attempts to do so; looks for and responds to opportunities to enhance cross-cultural understandings; integrates students’ individual differences into the classroom environment; encourages cultural sensitivity and perspectives; is aware of culturally responsive pedagogical practices.</td>
<td>Interacts and responds with all students equitably; looks for and creates opportunities to respond to and enhance cross-cultural understandings; invites and integrates students’ individual differences into the classroom environment; encourages cultural sensitivity and perspectives; models culturally responsive pedagogical practices.</td>
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<tr>
<td><strong>Disposition #2</strong></td>
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<tr>
<td>Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.</td>
<td>Perceives students as having deficits rather than assets; does not engage with students at all levels of student abilities; easily frustrated when students don’t understand; focuses on higher level students only; does not seek to help students.</td>
<td>Recognizes the assets and resources that all students bring to the classroom; recognizes and engages all levels of student abilities: Tries to help students that don’t understand; attempts to interact all levels of student abilities; seeks to help all students.</td>
<td>Recognizes the assets and resources that all students bring to the classroom; looks for and inquiries about a variety of strategies to engage all levels of student abilities: Tries various means to help students who don’t understand; encourages students at all levels; creates opportunities to respond to and respond to all students equitably and for and responds to opportunities to enhance cross-cultural understandings; integrates students’ individual differences into the classroom environment; encourages cultural sensitivity and perspectives; is aware of culturally responsive pedagogical practices.</td>
<td>Looks for, inquires about, and implements a variety of strategies to engage all levels of student abilities and interests: Persists with students to try to help them understand; encourages students at all levels; implements strategies evidenced to be more effective with all students.</td>
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<tr>
<td><strong>Disposition #3</strong></td>
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<tr>
<td>Committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.</td>
<td>Infrequently makes observations or asks questions about classroom dynamics; passes by opportunities to discuss teaching practice; demonstrates inadequate knowledge of subject and curriculum, and/or has few ideas to increase his/her knowledge; does not accept constructive feedback.</td>
<td>Sometimes makes observations and asks questions about classroom dynamics; occasionally engages in thinking about and discussing teaching practice; demonstrates knowledge of subject and curriculum, but is less certain of ways to increase his/her knowledge; accepts constructive feedback and attempts to use it for improvement.</td>
<td>Frequently/Often makes observations and asks questions about and shares insights regarding classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions consistently; demonstrates superior knowledge of subject and curriculum; describes workable plans for increasing his/her knowledge; accepts constructive feedback and uses it for improvement.</td>
<td>Consistently asks questions about and comments on classroom dynamics; shows a real interest in thinking about and discussing teaching practice by initiating discussions consistently; demonstrates superior knowledge of subject and curriculum; describes realistic and specific workable plans for increasing his/her knowledge; seeks out constructive feedback and uses it for improvement.</td>
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</table>

1 Candidate must score at least 2 or above to be eligible for Teaching Practicum II/Residency II.

2 Candidate must earn at least 15 points with all scores at level 2 and above to be eligible to complete Teaching Practicum II/Residency II.
<table>
<thead>
<tr>
<th>Disposition #4</th>
<th>Unacceptable (1)</th>
<th>Acceptable Beginning Practice (2)³</th>
<th>Acceptable Professional Practice (3)⁴</th>
<th>Exceptional Practice (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.</td>
<td>Dresses inappropriately and/or exhibits inappropriate and/or unprofessional behavior; uses verbal communication that does not foster interaction; Attendance, punctuality, and/or preparation is problematic; Does not respond promptly to electronic communications.</td>
<td>Dresses and conducts self appropriately; communicates effectively with students and colleagues; meets scheduled time/hour commitment and is prepared; Responds promptly to electronic communications.</td>
<td>Models professional dress and conduct; uses verbal communication that enhances interactions with students and colleagues; meets scheduled time/hour commitments, arrives promptly and is well prepared; Responds promptly to electronic communications.</td>
<td>Models professional dress and conduct; uses verbal communication that enhances interactions with students, colleagues &amp; parents/guardians; meets or exceeds scheduled time/hour commitments, arrives promptly and is well prepared; Responds promptly to electronic communications.</td>
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<tr>
<th>Disposition #5</th>
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<tbody>
<tr>
<td>Committed to the expression and use of democratic values and to creating a learning environment that fosters active engagement in learning and encourages positive social interaction.</td>
<td>Unaware of democratic and social justice values; unaware of the need for interdependent, collaborative social interaction; unresponsive to student ideas; displays little interest or involvement in group work; limited responsiveness to students.</td>
<td>Aware of democratic and social justice values; aware of the need for interdependent, collaborative social interaction; listens to student ideas; actively observes group work; responsive to students.</td>
<td>Is committed to democratic and social justice values; recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally.</td>
<td>Advocates for democratic and social justice values; recognizes and values interdependent, collaborative social interaction; values student ideas; facilitates student group work, when asked; very responsive and respectful to all students, both verbally and nonverbally; lessons show evidence of a responsiveness to preparing students for engaged citizenship.</td>
</tr>
</tbody>
</table>

Tally _____ / 20

³ Candidate must score at level 2 or above to be eligible for Teaching Practicum II/Residency II.

² Candidate must earn at least 15 points with all scores at level 2 and above to be eligible to complete Teaching Practicum II/Residency II.

Spring 2015