

Ideas to Action Unit Dispositions Rubric

Applicant: _____ **Reviewer(s):** _____ **Date:** _____

Note to Reviewers: Dispositions are to be assessed by considering all application materials and the interview. Complete this rubric following the interview as a holistic assessment of the candidate.

i Constructs/Rating "	Target	Acceptable	Unacceptable
I: Exhibits a disposition to inform practice through inquiry and reflection	Candidate strongly and consistently demonstrates a disposition to ask and answer vital questions and problems; to think open-mindedly within alternative systems of thought; to reflect on research and experiences, and to apply critical thinking skills to inform practice.	Candidate consistently demonstrates a disposition to ask and answer vital questions and problems; to think open-mindedly within alternative systems of thought; to reflect on research and experiences, and to apply critical thinking skills to inform practice.	Candidate does not consistently demonstrate a disposition to ask and answer vital questions and problems; to think open-mindedly within alternative systems of thought; to reflect on research and experiences, and to apply critical thinking skills to inform practice.
II: Exhibits a disposition to critique and change practice through content, pedagogical, and professional knowledge	Candidate strongly and consistently demonstrates a disposition to seek and apply professional knowledge to address real world and community problems, including collaboration and partnerships with others; very effectively models and stresses the value of problem-solving and analysis to enhance learning opportunities.	Candidate consistently demonstrates a disposition to seek and apply professional knowledge to address real world and community problems, including collaboration and partnerships with others; models and stresses the value of problem-solving and analysis to enhance learning opportunities.	Candidate rarely demonstrates a disposition to seek and apply professional knowledge to address real world and community problems, including collaboration and partnerships with others; does not model and stress the value of problem-solving and analysis to enhance learning opportunities.
III: Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a positive difference	Candidate strongly and consistently demonstrates a disposition to ask and answer important ideological questions regarding education for social justice, as he/she promotes knowledge in community through research, practice, and service; energetically seeks equity of educational access for all constituents.	Candidate consistently demonstrates a disposition to ask and answer important ideological questions regarding education for social justice, as he/she promotes knowledge in community through research, practice, and service; regularly seeks equity of educational access for all constituents.	Candidate rarely demonstrates a disposition to ask and answer important ideological questions regarding education for social justice; does not regularly seek equity of educational access for all constituents.