COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Dispositions Rubric for Educator Preparation Programs in the CEHD

Purpose of Instrument*:* The purpose of this instrument is to assess candidates on dispositions needed to be an effective educator.
Administration of Instrument: The assessment is administered at admissions, during coursework, and at exit.
Criterion for Success: Candidates should score at least developing at admission and mid-point and score target at exit (candidates can score developing on leadership at exit)

Dimension	Competency	Insufficient Evidence	Developing	Target	Exemplary
Professionalism	Collaboration KTPS 1(c) KTPS 3(q) CF-Action	The candidate does not collaborate with professional colleagues	The candidate collaborates with colleagues in a professional manner	And… The candidate models positive collaborative relationships with multiple stakeholders within the school	And… The candidate seeks and fosters respectful communication with parents, the community, and the school district to promote learner growth and development
	Respect for Student Differences KTPS 1(h) KTPS 4(p) KTPS 2(d) CF-Advocacy	The candidate cannot identify and/or respect learners' different strengths and needs	The candidate identifies and respects learner's different strengths and needs	And… The candidate is committed to using learners' different strengths and needs to further each learner's development	And… The candidate facilitates a critical analysis of learners' different strengths and needs bringing attention to learners' personal, family, and community experiences and cultural norms
	Preparation KTPS 7(p) CF-Action	The candidate is late to school or class, does not dress in professional attire, does not submit assignments, lesson plans, etc., does not bring all necessary materials to school/class on time and/ or does not demonstrate academic honesty	All of the following must be met or the candidate falls to insufficient: The candidate is punctual/early to school or class, attends all or most class sessions, dresses in professional attire, submits all assignments, lesson plans, etc., brings all necessary materials to school/class on time and demonstrates academic honesty	And… The candidate takes professional responsibility to use short-and long-term planning as a means of assuring student learning	And… The candidate uses research methods in planning and preparation to impact student learning

	Ethical Teaching Behavior	The candidate does not demonstrate actions and principles as set forth in the Code of Ethics and Technology Agreement documents	╳	The candidate demonstrates actions and principles as set forth in the Code of Ethics and Technology Agreement documents	╳
Critical Thinking	Reflection to Impact Student Learning KTPS 9(l) KTPS 1(b) CF-Inquiry	The candidate does not reflect on the practices that impact student learning	The candidate reflects on the practices that impact student learning	And… The candidate uses analysis and reflection to inform planning and next-step instruction for all learners	And… The candidate reflects on and examines multiple sources of valid and reliable data to assess impact of current practice on meeting diverse learners' needs and makes adjustments in practice
	Accepting & Implementing Feedback KTPS 1(k) CF-Action	The candidate does not accept feedback and/or accepts feedback with a negative attitude	The candidate accepts feedback for professional growth with a positive attitude	And… The candidate asks for and implements suggestions and/or advice from supervisors/faculty to improve his/her practice	And… The candidate asks for and implements suggestions and/or advice from principals/other school staff, and community members to improve his/her practice
	Intellectual Curiosity KTPS 4(p) CF-Inquiry	The candidate does not demonstrate enthusiasm and willingness to actively engage in conversations and written artifacts	The candidate demonstrates enthusiasm and willingness to actively engage in conversations and written artifacts	And… The candidate demonstrates a deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing)	And… The candidate is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), and the candidate identifies the potential biases of these frames and their impact on expectations for and relationships with learners and their families

Commitment to Teaching					
Initiative KTPS 9(n) CF-Action	The candidate does not show initiative in the classroom	The candidate demonstrates enthusiasm and willingness to actively engage in the school setting	And… The candidate seeks opportunities to draw upon current education policy and research to improve practice	And… The candidate participates and attends professional development opportunities within and outside of the discipline to strengthen his/her understanding of the education profession as a career
Flexibility KTPS 5(s) KTPS 8(s) CF-Action	The candidate is not flexible in his/her thinking and/or practice as it relates to teaching and learning	The candidate solicits insights and solutions when changes/challenges arise	And… The candidate uses flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs	And… The candidate implements flexible learning environments that encourage learner exploration, discovery, and expression across all content areas
Leadership KTPS 9 (H) KTPS 10(t) CF-Advocacy	The candidate cannot identify and/or exhibit characteristics of an effective leader	The candidate identifies and/or exhibits characteristics of an effective leader. (e.g., innovation, dependability, motivation, commitment, communicative, confidence, etc.)	And… The candidate models characteristics of effective leadership	And… The candidate develops and shares his/her areas of expertise with other professionals as well as community members

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