

SVSU COLLEGE OF EDUCATION PROFESSIONAL DISPOSITIONS RUBRIC

PROFICIENCIES					NEEDS IMPROVEMENT	DEVELOPING (SOME GOOD IN PLACE, NEEDS CONSISTENCY)	WELL-PREPARED BEGINNING TEACHER	EXCEEDS EXPECTATIONS
LEARNING DIFFERENCES					The teacher candidate exhibits characteristics of professionalism through ...			
1. Recognizes and acknowledges contributions of diverse perspectives of individuals and groups					Respecting one group of people (i.e., learners, peers, instructors, or other educational professionals), or does not respect others' ideas, or others' skills, abilities, talents, and interests who are different from self; demonstrating strategies that exhibit or encourage bias or discrimination toward others	Respecting at least two groups of people (i.e., learners, peers, instructors, or other educational professionals) as individuals with differing backgrounds, and various skills, abilities, talents, and interests; demonstrating strategies that make others feel valued	Respecting learners, peers, instructors, and other educational professionals as individuals with differing personal and family backgrounds, and various skills, abilities, talents, and interests; demonstrating strategies that make others feel valued, with attempts to support others in valuing each other	Respecting learners, peers, instructors, and other educational professionals as individuals with differing personal and family backgrounds, with various skills, abilities, talents, and interests; demonstrating strategies that make others feel valued, and support others in valuing each other
CAEP ¹ R1.1	InTASC ² 2.m 2.n	ISTE ³	SPA ⁴ CEC 1	State ⁵ Standards for the Preparation of Lower Elementary, Upper Elementary, Middle and High School Teachers (see alignment documents) Core Teaching Practices: 1, 7, 10, 12				
CONTENT KNOWLEDGE					The teacher candidate exhibits characteristics of professionalism through ...			
2. Is competent and current in content and pedagogical knowledge					Shows incompetence with content knowledge (e.g., perpetuates misconceptions or inaccurate information); or uses instructional practices known to be ineffective ; or shows limited understanding for how to implement effective evidence-based practices (including digital tools); exhibits knowledge or pedagogy that is not appropriately culturally situated; or no evidence	Participating in classroom and/or field activities that demonstrate evidence-based pedagogical practices (including digital tools) and use of resources for content knowledge related to teaching the content in ways that are appropriate and culturally situated	Participating in classroom and/or field activities in ways that demonstrate being prepared and knowledgeable of evidence-based pedagogical practices (including digital tools), build on others' ideas and seek out resources for deepening content knowledge for teaching the content recognizing that content knowledge is culturally situated and ever evolving	Participating in and leading classroom and/or field activities in ways that demonstrate being prepared and knowledgeable of evidence-based pedagogical practices (including digital tools), build on others' ideas and seek out and share resources for deepening content knowledge for teaching the content recognizing that content knowledge is culturally situated and ever evolving
CAEP ¹ R1.2	InTASC ² 4.o	ISTE ³ 2.5b	SPA ⁴ CEC 3	State ⁵ Standards for the Preparation of Lower Elementary, Upper Elementary, Middle and High School Teachers (see alignment documents) Core Teaching Practices: 5, 6, 8, 9, 13-17, 19				
INSTRUCTIONAL PRACTICE					The teacher candidate exhibits characteristics of professionalism through ...			
3. Applies knowledge of effective verbal, nonverbal and written communication techniques					Expressing ideas in confusing or disconnected ways (i.e., jumping around from one idea to another), or inappropriately expressing ideas orally or in writing (e.g., lacking consistent application of conventions in speaking and writing) in face-to-face, digital or other platforms; attention to appropriate academic language is not evident or consistently inaccurate; communication with learners, peers, instructors, families, and other educational professionals is infrequent	Communicating clearly and appropriately in a variety of formats (face-to-face, digital or other platforms) with evidence of using appropriate conventions in speaking and writing; evidence of vocabulary and academic language used to express ideas, concepts and processes in the discipline with learners, peers, instructors, families, and other educational professionals	Communicating effectively and appropriately in a variety of formats (face-to-face, digital or other platforms) with consistent evidence of using appropriate conventions in speaking and writing; consistent evidence of appropriate vocabulary and academic language used to accurately express ideas, concepts and processes in the discipline with all learners, peers, instructors, families, and other educational professionals; attempt to support learners' application of vocabulary and academic language	Communicating effectively and appropriately in a variety of formats (face-to-face, digital or other platforms) with consistent evidence of using appropriate conventions in speaking and writing; consistent evidence of appropriate vocabulary and academic language used to accurately express ideas, concepts and processes in the discipline with all learners, peers, instructors, families, and other educational professionals; implementing strategies consistently that facilitate learners' application of vocabulary and academic language
CAEP ¹ R1.3	InTASC ² 8.q	ISTE ³	SPA ⁴ CEC 5	State ⁵ Standards for the Preparation of Lower Elementary, Upper Elementary, Middle and High School Teachers (see alignment documents) Core Teaching Practices: 1, 2, 3, 7, 10, 11, 12				
4. Adapts to the demands of changing roles and responsibilities					Responding to evolving issues and conditions through inappropriate decisions or actions according to time/place/population; or failing to demonstrate a positive attitude when changes occur	Demonstrating flexibility by adapting to evolving issues or conditions through appropriate decisions or actions according to time/place/population while maintaining a positive attitude when changes occur	Demonstrating flexibility by evaluating the effects of professional and personal decisions and actions for adapting to evolving issues and conditions through appropriate problem solving according to time/place/population while maintaining a positive attitude when changes occur; exhibiting leadership in anticipating potential challenges by trying preventative actions	Demonstrating flexibility by consistently evaluating the effects of professional and personal decisions and actions for adapting to evolving issues and conditions through problem solving according to time/place/population while maintaining a positive attitude when changes occur; exhibiting consistent leadership in anticipating potential challenges by taking preventative actions
CAEP ¹ R1.3	InTASC ² 8.s	ISTE ³	SPA ⁴ CEC 5	State ⁵ Standards for the Preparation of Lower Elementary, Upper Elementary, Middle and High School Teachers (see alignment documents) Core Teaching Practices: 6, 11				

					NEEDS IMPROVEMENT	DEVELOPING (SOME GOOD IN PLACE, NEEDS CONSISTENCY)	WELL-PREPARED BEGINNING TEACHER	EXCEEDS EXPECTATIONS
PROFESSIONAL LEARNING & ETHICAL PRACTICE					The teacher candidate exhibits characteristics of professionalism through ...			
5. Takes responsibility for impacting student achievement					Setting inappropriate or unattainable expectations for student learning that are based on one source or one type of evidence of students' knowledge, skills or development, without instructional support to students, or inappropriate instructional support, with minimal impact on students' learning	Setting appropriate expectations for student learning based on analysis of learners' knowledge and skills in relation to established standards; attempts instructional support that provides opportunity for positive impact on students' achievement	Setting high expectations for student learning based on analysis of learners' knowledge, skills, and development in relation to appropriate established standards and incorporating equitable instructional supports with interim benchmarks for learners' steady progress toward larger goals	Setting high expectations for all student learning and development based on analysis of multiple sources of evidence of learners' knowledge, skills, and development in relation to appropriate established standards and consistently implementing equitable instructional supports with interim benchmarks that engage learners in tracking their steady progress toward larger goals
CAEP ¹ R1.4 R4.1	InTASC ² 9.i	ISTE ³	SPA ⁴ CEC 6	State ⁵ Standards for the Preparation of Lower Elementary, Upper Elementary, Middle and High School Teachers (see alignment documents) Core Teaching Practices: 6, 13, 14, 17, 18, 19				
6. Reflects on the ways behaviors, interactions, and decisions impact the culture and climate of the learning environment					Engaging in describing practice (rather than analyzing practice) based on limited evidence, not receptive to constructive feedback from others, and unable to identify personal biases that influence instructional practices; lack of appropriate connection to research or theory that inform instructional practice	Engaging in surface-level reflective practice (i.e., general statements) and deeper analysis with support through constructive feedback from others to examine personal frames of reference and potential biases that influence instructional decision-making; applying feedback without considering appropriate research or theory or evidence-based practice so that implications for adjusting instructional practice limit learning opportunities	Engaging in reflective practice for self-assessment to examine personal frames of reference (e.g., culture, gender, language, abilities, ways of knowing) and potential biases in these frames that influence decision-making in instructional practice; being receptive to constructive feedback from others to analyze instructional practice in terms of research theory and evidence-based practice, resulting in identifying and trying strategies for improvement	Continually engaging in reflective practice for self-assessment to examine and understand personal frames of reference (e.g., culture, gender, language, abilities ways of knowing) and potential biases in these frames that influence decision-making in instructional practice; continually analyzing and examining instructional practice and constructive feedback from others for determining and implementing strategies for improvement
CAEP ¹ R1.4	InTASC ² 9.m	ISTE ³	SPA ⁴ CEC 6	State ⁵ Standards for the Preparation of Lower Elementary, Upper Elementary, Middle and High School Teachers (see alignment documents) Core Teaching Practices: 5, 7, 10, 12				
7. Attendance, preparation and appearance					Demonstrating at least one of the following behaviors: *Unexcused absence (i.e., lack of notification or documentation) *Tardiness or leaving class early or is unprepared at the start of the class or field activities *Assignments are submitted late or missing *Revisions are incomplete or exhibit disregard for feedback *Attire is inappropriate or does not follow school dress codes and policies *Participates and contributes rarely during class and field and only when prompted * Allows personal technologies to distract from professional responsibilities	Demonstrating all of the following: *Consistent attendance where any excused absence is for a medical or family emergency with timely notification and documentation for absence *Consistently arrives on time and is prepared with any materials which means you are ready to begin the class or field activities *Assignments are submitted on time *Revisions are completed that address feedback with additional instructor support *Consistently wears proper attire in accordance with school dress codes and policies *Participates and contributes during class and field when prompted * Does not allow personal technologies to distract from professional responsibilities	Demonstrating all of the following: *Consistent attendance where any excused absence is for a medical or family emergency with timely notification and documentation for absence *Consistently arrives on time and is prepared with any materials which means you are ready to begin the class or field activities (including technology) *Assignments are submitted on time *Revisions are completed that address feedback without additional reminders *Consistently wears proper attire in accordance with school dress codes and policies * Takes initiative by participating and contributing during class and field (beyond being asked) * Does not allow personal technologies to distract from professional responsibilities	Demonstrating all of the following: *Consistent attendance where any excused absence is for a medical or family emergency with timely notification and documentation for absence *Consistently arrives on time and is prepared with any materials which means you are ready to begin the class or field activities (including technology) *Assignments are submitted on time *Revisions are completed that address feedback without additional reminders *Consistently wears proper attire in accordance with school dress codes and policies * Takes initiative & provides evidence as a leader by participating & contributing during class & field (beyond being asked) * Does not allow personal technologies to distract from professional responsibilities
CAEP ¹ R1.4	InTASC ² 9.o	ISTE ³	SPA ⁴ CEC 6	State ⁵ Standards for the Preparation of Lower Elementary, Upper Elementary, Middle and High School Teachers (see alignment documents)				
LEADERSHIP AND COLLABORATION					The teacher candidate exhibits characteristics of professionalism through ...			
8. Works collaboratively in the communities served					Rarely participating with others in a collaborative process to support student learning or enhance practice	Participating with others (i.e., peers, instructors, other educational professionals, students, families) through a collaborative process that supports student learning or enhances practice	Initiating, seeking out, and sharing knowledge with others (i.e., peers, instructors, other education professionals, students, families) through a process of collaboration that enhances practice and supports student learning	Consistently initiating, seeking out, and sharing knowledge with others (i.e., peers, instructors, other professionals, students, families) through an ongoing process of collaboration and advocacy that enhances practice and supports student learning
CAEP ¹ R1.4	InTASC ² 10.r	ISTE ³ 2.4.d	SPA ⁴ CEC 7	State ⁵ Standards for the Preparation of Lower Elementary, Upper Elementary, Middle and High School Teachers Core Teaching Practices: 11, 12				

¹ Council for the Accreditation of Educator Preparation 2022 Initial Level Standards (2020)

³ International Society for Technology in Education (2017)

⁵ State standards: Standards for the Preparation of Teachers of Lower Elementary (2018), Upper Elementary (2018), and Middle/High School (2020); Core Teaching Practices (n.d.)

² Interstate Teacher Assessment and Support Consortium (2013)

⁴ Specialty Program Area standards: Council for Exceptional Children Initial Level Special Educator Preparation Standards (2012)