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 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	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, 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**
CONTENT KNOWLEDGE	**The teacher candidate exhibits characteristics of professionalism through …**			
2. Is competent and current in content and pedagogical knowledge 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	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
INSTRUCTIONAL PRACTICE	**The teacher candidate exhibits characteristics of professionalism through …**			
3. Applies knowledge of effective verbal, nonverbal and written communication techniques 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	**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; **attempts** 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
4. Adapts to the demands of changing roles and responsibilities 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	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

	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 CAEP[1] R1.4 R4.1 · InTASC[2] 9.l · 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	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
6. Reflects on the ways behaviors, interactions, and decisions impact the culture and climate of the learning environment 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	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
7. Attendance, preparation and appearance 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)	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
LEADERSHIP AND COLLABORATION	**The teacher candidate exhibits characteristics of professionalism through …**			
8. Works collaboratively in the communities served 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	**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

[1] Council for the Accreditation of Educator Preparation 2022 Initial Level Standards (2020)
[2] Interstate Teacher Assessment and Support Consortium (2013)
[3] International Society for Technology in Education (2017)
[4] Specialty Program Area standards: Council for Exceptional Children Initial Level Special Educator Preparation Standards (2012)
[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.)