Appendix 2.3bJ

Medgar Evers College
City University of New York
EDUCATION DEPARTMENT

Dispositions Rubric

Candidate: _____   **Program**: _____   **Date**: _____

Assessment Point/When Completed (Check one):

☐   1-Early (Program Entry/ Introductory Course)
☐   2-Midpoint (Entry to BA)
☐   3-Final (Program Completion/ Clinical Practice)

Completed by (Check one):

☐   Cooperating Teacher
☐   Candidate/Pre-Service Teacher (Self-Assessment)
☐   Faculty
☐   Mentor
☐   Advisor

Instructions: Use the descriptions provided for each level as the basis for your evaluation of the dispositions.

	Dispositions	Professional Standards Addressed	Unable to Evaluate	Level			
				Unsatisfactory	**Emerging** (Goal for Introductory Course)	**Target** (Goal for Matriculating into BA)	**Exemplary** (Goal for Clinical Practice)
1	**Enthusiastic about learning and teaching**			Candidate **never or rarely demonstrates** enthusiasm about learning and teaching. Attributes and observable behaviors include: • *Candidate does not maintain positive attitude in classes and/or fieldwork.* • *Candidate does not envision self as a teacher.*	Candidate **occasionally demonstrates** enthusiasm about learning and teaching, however there is some inconsistency in the frequency of these behaviors. Attributes and observable behaviors include: • *Candidate maintains positive attitude in classes and/or fieldwork.* • *Candidate envisions self as a teacher.*	Candidate **frequently and often applies** enthusiasm about learning and teaching. Attributes and observable behaviors go beyond Emerging to also include: • *Candidate understands the role of standards in the profession.* • *Candidate offers ideas, strategies, and opinions to enhance learning.*	Candidate **almost always and consistently models leadership** through enthusiasm about learning and teaching. Attributes and observable behaviors go beyond Target to also include: • *Candidate independently extends own learning.* • *Candidate seeks out opportunities for professional development.* • *Candidate positively contributes to the learning of others.*
2	**Respects Diversity**			Candidate **never or rarely demonstrates** respect for diversity. Attributes and observable behaviors include:	Candidate **occasionally demonstrates** respect for diversity, however there is some inconsistency in the frequency of these behaviors.	Candidate **frequently and often applies** strategies that convey respect for diversity. Attributes and observable behaviors go beyond Emerging to also include:	Candidate **almost always and consistently models leadership** by showing respect for diversity.

#				Unacceptable	Emerging	Target	Exceeds
				• *Candidate does not show consideration for the needs of diverse learners (e.g., differentiation, adaptation, modification).*	Attributes and observable behaviors include: • *Candidate recognizes needs of diverse learners (e.g., differentiation, adaptation, modification)* • *Candidate values other perspectives, ideas, opinions, cultures.*	• *Candidate displays strong beliefs that all children can learn.* • *Candidate can explain the significance of diversity in teaching and learning.*	Attributes and observable behaviors go beyond Target to also include: • *Candidate creates and/or contributes to a learning environment that supports individual differences.* • *Candidate demonstrates insightful understanding of the needs of diverse learners.* • *Candidate can provide a comprehensive rationale for instructional choices.*
3	**Reflects on practice**	NAEYC 4d ACEI 5.1		Candidate **never or rarely demonstrates** attributes of reflective practice. Attributes and observable behaviors include: • *Candidate does not reflect on practice or reflections are superficial.* • *Candidate cannot articulate the connection between teaching and learning.*	Candidate **occasionally demonstrates** respect for diversity, however there is some inconsistency in the frequency of these behaviors. Attributes and observable behaviors include: • *Candidate's reflections and coursework demonstrate awareness of the connection between teaching and learning.* • *Candidate's reflections and coursework show an attempt to use evidence, data, and research to support assertions and decision-making, however these practices are inconsistent.*	Candidate **frequently and often applies** attributes that illustrate respect for diversity. Attributes and observable behaviors go beyond Emerging to also include: • *Candidate's reflections indicate instructional decisions are based on data and evidence.* • *Candidate's reflections demonstrate changes in planning, instruction and curriculum implementation that provides learning opportunities to support students socially, intellectually, and emotionally.* • *Candidate's reflections draw upon research to support assertions with reasons and valid evidence.* • *Candidate's reflections draw upon developmental theories to explain the significance of as well as approaches to serving children, families, and schools.*	Candidate **almost always and consistently models leadership** through reflective practice. Attributes and observable behaviors go beyond Target to also include: • *Candidate's reflections include analysis and assessment of their own learning or performance.* • *Candidate engages in reflection, analytical thinking and problem-solving.* • *Candidate initiates self-assessment to determine how to improve practice.* • *Candidate makes insightful reflections on field experiences and coursework.* • *Candidate's reflections show a high degree of self-assessment.* • *Candidate effectively synthesizes research to support assertions with reasons and valid evidence.* • *Candidate's reflections show he/she has the capacity to use multiple and varied pedagogical approaches to organize the classroom for instruction.*
4	**Believes in social justice and ethics**	NAEYC 6b CEC 6.0		Candidate **never or rarely demonstrates**	Candidate **occasionally demonstrates** belief in social justice and ethics,	Candidate **frequently and often applies** attributes that	Candidate **almost always and consistently models**

#	Attribute	Standard		Unacceptable	Emerging	Target	Exemplary
				a belief in social justice and ethics. Attributes and observable behaviors include: • *Candidate does not demonstrate a belief in social justice or ethical behaviors.*	however there is some inconsistency in the frequency of these behaviors. Attributes and observable behaviors include: • *Candidate demonstrates academic integrity and contributes positively to the classroom environment.* • *Candidate shows an understanding and respect for children, peers, and authorities in college and collaborating sites.* • *Candidate shows and demonstrates understanding of decorum in both verbal and written interactions* • *Candidate shows good will when dealing with conflicts--focused on solutions, not destruction*	illustrate belief in social justice and ethics. Attributes and observable behaviors go beyond Emerging to also include: • *Candidate is open to accepting, listening, and considering the differing ideas and ways of being of others.* • *Candidate displays a non-judgmental attitude.* • *Candidate shows awareness of stereotypes and their detrimental effects on treating others fairly.* • *Candidate can respectfully agree to disagree.* • *Candidate applies ethical behaviors and principles while working with children, parents, peers, and educators in the field.*	**leadership** through a belief in social justice and ethics. Attributes and observable behaviors go beyond Target to also include: • *Candidate promotes equity, equal opportunity and access.* • *Candidate is trustworthy with others.* • *Candidate takes a social action approach to improving the lives of students.* • *Candidate advocates for students.* • *Candidate displays capacity to lead for change by enacting practice that liberates, transforms, and empowers students and colleagues.* • *Candidate designs learning opportunities that encourage students' development as critical thinkers, problem-solvers, leaders, and global citizens.* • *Candidate fosters independent learning and inquiry in K-12 classrooms.* • *Candidate invites multiple perspectives and is willing to explore new ideas.* • *Candidate enacts democratic principles.* • *Candidate refrains from framing practice in a deficit model or condemnation.*
5	**Resourceful, responsible and academic integrity**	NAEYC 6d		Candidate **never or rarely demonstrates** responsibility and academic integrity. Attributes and observable behaviors include: • *Candidate does not demonstrate resourcefulness,*	Candidate **occasionally demonstrates** responsibility and academic integrity, however there is some inconsistency in the frequency of these behaviors. Attributes and observable behaviors include:	Candidate **frequently and often applies** practices that convey responsibility and honesty. Attributes and observable behaviors go beyond Emerging to also include: • *Candidate willing to explore new ideas; problem solves.*	Candidate **almost always and consistently models leadership** through responsibility and honesty. Attributes and observable behaviors go beyond Target to also include: • *Candidate's coursework is exemplary and displays high levels of professionalism.*

					responsibility, or initiative. • *Candidate is not a self-starter.*	• *Candidate completes assignments in a timely fashion in accordance with requirements.* • *Candidate attends classes, is punctual, and prepared for class and meetings.* • *Candidate keeps up to date with readings and assignments.* • *Candidate shows interest in course content and others' ideas by asking questions and sharing reactions.* • *Candidate keeps up with his/her responsibilities as a group member.*	• *Candidate identifies and shares additional resources to enrich class discussions and the quality of his / her individual and group projects.* • *Candidate conducts her/himself to best support a positive climate in the classroom.* • *Candidate is a team player.* • *Candidate's coursework demonstrates communicative competence in writing and oral discussions/presentations.* • *Candidate uses different communication styles (including interpersonal and electronic modes) that are appropriate for academic contexts.*	• *Candidate models appropriate behavior and attire that exemplifies professional practice.* • *Candidate draws on a wide array of sources to support assertions and instructional decisions.* • *Candidate is a self-regulated learner; self-starter; asks for help; asks questions to seek clarification.* • *Candidate seeks out resources or assistance when needed; and is able to multi-task.*
6	**Open to constructive critique**				Candidate **never or rarely demonstrates** openness to constructive critique. Attributes and observable behaviors include: • *Candidate does not demonstrate openness to constructive critique.* • *Candidate takes criticism as a personal attack.* • *Candidate does not demonstrate commitment to or belief in life-long learning.*	Candidate **occasionally demonstrates** openness to constructive critique, however there is some inconsistency in the frequency of these behaviors. Attributes and observable behaviors include: • *Candidate is willing and able to give to peers and receive feedback from peers.* • *Candidate uses constructive feedback from peers and instructor to improve as a learner.* • *Candidate demonstrates that he or she benefits from feedback.*	Candidate **frequently and often applies** practices that convey openness to constructive critique. Attributes and observable behaviors go beyond Emerging to also include: • *Candidate is able to distinguish between feedback and critique.* • *Candidate is able to use critique protocols such as "critical friend" with peers, faculty, and educators in the field and shows willingness to incorporate critique in order to expand his/her repertoire / improve abilities, skills, work products, expand one's perspective.* • *Candidate can appropriately use critique protocols to express differences of opinion in a rational and respectful way.*	Candidate **almost always and consistently models leadership** through openness to constructive critique. Attributes and observable behaviors go beyond Target to also include: • *Candidate recognizes personal limitations.* • *Candidate makes adjustments to practice based upon self-assessment and feedback.* • *Candidate models commitment to life-long learning.* • *Candidate shares perspectives and experiences with peers to promote professional growth.* • *Candidate is curious and shows enthusiasm for teaching and learning.* • *Candidate engages in ongoing research to stay current and identify strategies that will support student learning.* • *Candidate seeks out feedback to engage in ongoing self-*

						• *Candidate uses appropriate assessment and to identify areas for improvement.* • *Candidate uses a "feedback loop" to promote student learning.*
7	**Rapport with the learning community**	NAEYC 6c CEC 7.0 ACEI 5.2		Candidate **never or rarely demonstrates** rapport with the learning community. . Attributes and observable behaviors include: • *Candidate does not demonstrate rapport with the learning community.* • *Candidate is often resistant to working collaboratively with peers.* • *Candidate does not make positive contributions to the classroom community or contributions do not enhance the learning environment.*	Candidate **occasionally demonstrates** rapport with the learning community, however there is some inconsistency in the frequency of these behaviors. Attributes and observable behaviors include: • *Candidate works well with others.* • *Candidate interacts in a respectful manner.* • *Candidate shows respect for class routines and standards; demonstrates clear commitment to contributing to the positive environment in the classroom; team player who shows interest in both his/her growth and the growth of others.* • *Candidate respects the learning environment and uses electronic devices only for academic purposes when in class.*	Candidate **frequently and often applies** practices that convey rapport with the learning community. Attributes and observable behaviors go beyond Emerging to also include: • *Candidate shows courtesy, empathy, respect, and good will in all s/he does, including: manner of listening and speaking and writing to others, quality of work products, interest in the success of others.* • *Candidate is able to respectfully disagree and debate relevant issues in class.* • *Candidate's contributions help to enhance the class through active engagement and participation learning community.* • *Candidate displays thoughtful and responsive listening.*	Candidate **almost always and consistently models leadership** through professional and collegial relationships with peers, faculty, and parents Attributes and observable behaviors go beyond Target to also include: • *Candidate maintains positive attitude, contributes to a positive learning environment.* • *Candidate shows interest and high level of engagement in class discussions.* • *Candidate demonstrates capacity to promote and foster a community of learners.* • *Candidate collaborates and works with peers as an active member indicative of the professional culture.* • *Candidate displays a supportive attitude during interactions with peers.* • *Candidate fosters opportunities for peers to learn and reflect on practice.* • *Candidate models exemplary practices and leadership for peers.* • *Candidate is willing to help peers when necessary.*
8	**Caring and commitment**	NAEYC 6e		Candidate **never or rarely demonstrates** caring and commitment to professional and collegial relationships.	Candidate **occasionally demonstrates** caring and commitment to professional and collegial relationships, however there is some inconsistency in the	Candidate **frequently and often applies** practices that convey caring and commitment to professional and collegial relationships.	Candidate **almost always and consistently models leadership** through attributes indicative of caring and commitment to professional and collegial relationships.

			Attributes and observable behaviors include: • *Candidate does not demonstrate caring and commitment to professional and collegial relationships.*	frequency of these behaviors. Attributes and observable behaviors include: • *Candidate's coursework shows awareness of the benefits of planning.* • *Candidate's discussions indicate strong commitment to professional and collegial relationships with students, families, and colleagues.*	Attributes and observable behaviors go beyond Emerging to also include: • *Candidate works with students, families, colleagues as a professional.* • *Candidate shows genuine concern for members of the community and students.*	Attributes and observable behaviors go beyond Target to also include: • *Candidate is dedicated to the profession, children, and families.* • *Candidate is responsive to peers, students, parents, and educators in the field.* • *Candidate is an active member of at least one professional organization.*

Grading Scale: N/A

Candidates who perform at the unsatisfactory and/or in area of the dispositions assessment are required to meet with their mentor and/or Department Chairperson to discuss the assessment and develop a plan for improvement. The mentor will monitor the plan. If a candidate does not demonstrate improvement, or fails to adhere to the plan, a letter of concern will be sent to the candidate and a meeting will be held with the Department Chairperson. Candidates who perform at the competent level in any area of dispositions assessment will be responsible for independently enhancing/monitoring their performance in the indicated area(s).

Comments:

_____

Candidate Signature: _____

Evaluator's Signature: _____ **Date**: _____/_____/_____
Candidates should retain a copy of the completed assessment for their records. The Department will also retain a copy of this form.

Professional Standards Addressed

NAEYC 4d: Reflecting on own practice to promote positive outcomes for each child
NAEYC 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines
NAEYC 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
NAEYC: 6d: Integrating knowledgeable, reflective, and critical perspectives on early education
NAEYC 6e: Engaging in informed advocacy for young children and the early childhood profession

CEC 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
CEC 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.
ACEI 5.2: Collaboration with families, colleagues, and community agencies—
Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children and well-being of children.