 **Teacher**

**Education**

**Council**

**Members Present: A. Schutt, A. Pagano, B. Klein, C. Widdall, C. Moriarity, D. Smukler, D. Pfennig, G. Peterson, J. Mosher, K. Stearns, K. Rombach, L. Campbell, L. Couturier, M. Gfeller, M. Pitcher, M. Collins, R. Grantham, R. Janke, A. Lachance, B. Mattingly, D. Weiczorek, E. Gravani, J. Cottone, S. Wilson, M. Barduhn, D. Farnsworth Guests: M. Baran, L. Allen, H. Sheridan-Thomas (speaker)**

|  |  |
| --- | --- |
| **Date** | January 30, 2012 |
| **Time** | 1:00pm to 3:00pm |
| **Location** | Fireplace Lounge, Corey Union |

**Pre-Reading**

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| Standing and Ad Hoc Committee Updates (Attached) |
| NYSTCE Performance Assessment for Teachers-field Manual <http://www.highered.nysed.gov/pdf/fieldmanual12162011.pdf> |
|  |

**Agenda Items**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item #** | **Description** |  |  |
| **1** | **Approval of Meeting Minutes from 12-12-11: Minutes were approved as written (Motion by D. Smukler with second by M. Pitcher) Unanimous**  **Standing and Ad Hoc Committee Updates**  **Electronic Ballot Results:**  **Unit Assessment: Upon Completion of Advanced Program: Ballot was approved by majority vote and has been signed into policy by the Provost effective 1/12/12.**  **Open Ballots: (close date is Feb 15, 2012 at COB)**   1. **Recommend Rubric for Initial Teacher Candidate Assessment of Student Learning** 2. **Recommend Rubric for Advanced Candidate Assessment of Student Learning** |  |  |
| **2** | **Reporting out on the work of F.E.A.C. : Doug Weiczorek reported that the work of the F.E.A.C. continues although there have no meetings of the group since the last report. A new update with regard to the progress of the committee will be delivered at the February meeting.** |  |  |
| **3** | **Update and discussion on revisions to the Dispositions Rubrics:**   * **MSEd Dispositions** * **UGMATMST Dispositions**   **Eileen Gravani provided responses to some of the concerns that were voiced at the meeting with regard to how the dispositions are applied. It was noted that no formal feedback was received by the committee indicating that there were issues/concerns. After a brief discussion it was determined that the rubrics would go back to committee another time with a follow up report to be delivered in the February meeting. In the interim, members were encouraged to provide written feedback to the committee addressing areas of concern.** |  |  |
| **4** | **Presentation by Heather Sheridan Thomas on the new APPR and Common Core Standards-Heather Sheridan Thomas of the Tompkins-Cortland B.O.C.E.S. presented an outstanding overview of the new Common Core Standards for Math and ELA/Literacy in the content areas, PARCC Frameworks and assessments, and what could be done to prepare SUNY Cortland professors, instructors and others as well as our teacher candidates. She also addressed and reviewed updated information on the Regents Reform Agenda/RTTT, discussed possible next steps for us to prepare ourselves and our departments and programs to interact in educational settings in the context of educational reform and initiative. Her power point presentation is attached to this email for your use.** |  |  |
| **5** | **Discussion of the 2 Assessment System Data Reports distributed at the December meeting-This item was tabled due to lack of time. It will be carried over to the February Agenda** |  |  |

**Next Meeting Details: This meeting was adjourned at 3:00pm**

|  |  |
| --- | --- |
| **Next Meeting Date** | **February 20, 2012 from 1:00pm to 3:00pm** |
| **Next Meeting Location** | **Exhibition Lounge, Corey Union** |

Teacher Education Council

Standing Committee Reports

December 12, 2011

**TEC ASSESSMENT: Andrea Lachance, Chair**

Currently there are two ballots pending approval by the Council:

1. Unit Assessment: Initial Candidate Assessment of Student Learning
2. Unit Assessment: Advanced Candidate Assessment of Student Learning.

**TECRC: Jerome O’Callaghan, Chair**

The TECRC continues to meet on a regular schedule for the purpose of reviewing teacher education candidates. The last meeting was held on January 27, 2012.

**TEC Curriculum Committee: Eileen Gravani, Chair**

The TEC Curriculum Committee reviewed and approved the following curricular changes.

Curriculum approved on 12/12/11.

**Alteration of Existing Courses (MST in Childhood Education):**

EDU 510               Inquiry into Teaching, Curriculum and Student Learning

(remove technology content: add small Teacher Work Sample)

EDU 656               Classroom Application of child Development, classroom Behavior and Management

(add content from EDU 658)

EDU 657               Elementary School Practicum and Culminating Project Seminar I

(drop Masters Project; add Teacher Work Sample content; add assessment content)

EDU 698               Student Teaching Seminar and Culminating project Seminar III

(drop Masters Project; add Teacher Work Sample content; add assessment content)

**New Courses (MST in Childhood Education):**

EDU 507               Educational Technology I

EDU 508               Educational Technology II

EDU 677               Culminating Project Seminar II

**Alteration of Program: MST Childhood Education:**

Includes the changes listed above and deletion of EDU 658, EDU 670 and EDU 650 as well as an Educational elective from the program.  Includes addition of FSA 510Teaching the Special Education Learner in the General Education Classroom

**Alteration of Existing Courses: (Physical Education):**

PED 349                Physical Education Practicum

(credit hours)

PED 384                Self-Defense

(change in title)

PED 409                Coaching Clinic: Gymnastics

(change in prerequisite)

PED 181                Adventure Activities  (change in course description – single word)

Eileen Gravani

Associate Dean, School of Professional Studies

1175 Professional Studies Building

SUNY Cortland

607-753-2702

**TEC Conceptual Framework Committee: Joy Mosher, Chair**

**No Report this month**

**Ad Hoc Committees**

**TEC Dispositions Committee: Jerome O’Callaghan, Chair**

**See Report and memo attached to agenda**

To: The Teacher Education Council

From: The Dispositions Committee -- Eileen Gravani, Mary Gfeller, Dwight Pfennig, Jerome O’Callaghan, Susan WIlson, Renee Potter

Date: January 23, 2012

Re: Recommendations for Teacher Candidate Dispositions -- Disposition Identification,

Assessments, and Rubrics

Recommendations for Unit Core Dispositions

The dispositions listed below apply to undergraduate programs and MAT/MST programs. Only those identified as [MSED] apply in MSED programs.

Teacher candidates exhibit the following Character Dispositions:

* Integrity [MSED]
* Emotional Maturity [MSED]
* Work Ethic [MSED]

Teacher candidates demonstrate the following Pedagogy Dispositions:

* Belief that all children can learn [MSED]
* Fairness [MSED]
* Passion for the subject matter and for teaching
* Non-discriminatory and inclusive pedagogy, fostering equity and

social justice

* Promotion of high standards and fulfillment of academic expectations
* Creation of a safe and nurturing classroom environment

Teacher candidates model the following Professional Dispositions:

* Commitment to ongoing assessment for student-improvement
* Continual reflection on self-improvement, receptiveness to guidance,

and professional development

* Collegiality [MSED]
* Understanding of and respect for policies and procedures [MSED]
* Sensitivity to the particular school culture including expectations of

teacher candidates

* Appropriate initiative
* Effective communication with all stakeholders (e.g., students, parents,

administrators, community partners)

Recommendations for the Timing of Assessments

As there is considerable variation between programs on xxx. We recommend adopting a flexible approach, allowing programs to choose the timing of the assessments within three broad ranges: early in the program, in mid-stream and at the student teaching phase.

1. **Early in program** – this could be at the time of application, or first field experience, or removal of “W” etc. Given limited knowledge of the student, at this stage only the *Character Dispositions* would be assessed, and in those cases where “red flags” appear, those students would be contacted by a faculty colleague.
2. **In mid-stream -** The specific teacher education programs should determine exactly when assessments of the Unit core dispositions should occur in this time period. This might be during early fieldwork or in methods class(es). *Character, Pedagogy and Professional Dispositions* will be assessed. Given the variety of options here, faculty completing assessments would have the option of choosing Not Applicable (NA) in response to all questions except for: all *Character Dispositions,* and two *Pedagogy Dispositions* (Belief that all children can learn, Fairness). In those instances where teacher candidates’ behavior is clearly “unacceptable,” individual appointments should be scheduled, and our normal procedure of candidate consultation should take place.
3. **During Student Teaching** (or in the case of MSED programs, as students complete their last credits). *Character, Pedagogy and Professional Dispositions* will be assessed. The NA option won’t be available in this final assessment. In those instances where teacher candidates’ behavior is clearly “unacceptable,” individual appointments should be scheduled, and our normal procedure of candidate consultation should take place.

Recommendations for Institutional Commitment to Assessments

* Creation of a Unit Assessment Coordinator for Teacher Education -- Realizing that sister SUNY institutions have recognized the necessity to employ a Unit Assessment Coordinator for Teacher Education, such a position is needed to coordinate assessment efforts across the SUNY Cortland NCATE Unit.
* Identification and Support of Appropriate Technology (TaskStream?) for Continuous Assessments -- Designation of a campus-wide technology to support ongoing assessments must occur.
* Collection of survey data: Before graduation, teacher candidates should complete a survey about their teacher education program. Such an assessment could indicate areas of recognized strength as well as of needed improvement. In addition post-graduation surveys of graduates and employers will be very valuable. Some information is already collected via a Career Services survey, but more focused questions for our graduates of teacher preparation programs as well as their employers could be explored for program assessment.

Recommendations for Assessment Rubrics -- Refer to the Accompanying Charts

**Recommendation from Ad Hoc NCATE Dispositions Committee**

**January 2012**

**Recommendation for Undergraduate Teacher Education programs and MAT and MST programs:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Target** | **Acceptable** | **Unacceptable** |
|  |  |  |  |
| **Candidate demonstrates** |  |  |  |
|  |  |  |  |
| **• Character Dispositions** |  |  |  |
| Integrity | Exhibits exceptional character | Exhibits character through | Displays dishonesty and/or |
|  | through honesty, trustworthiness, | honesty, trustworthiness, | unlawful behavior as may be |
|  | transparency, and responsible be- | transparency, and responsible | evidenced by a TECRC review. |
|  | havior. Is always dependable in | behavior. Is dependable | Fails to follow-through, honor |
|  | follow-through and honoring | in follow-through and honoring | commitments, or maintain |
|  | commitments. Maintains | commitments. Maintains confidentiality | confidentiality. |
|  | confidentiality. Displays | and strives to remain unbiased |  |
|  | a lack of bias in interacting with | in interacting with |  |
|  | others. | others. |  |
|  |  |  |  |
| Emotional Maturity | Expresses an awareness of self | Expresses an awareness of self | Fails to recognize |
|  | and acknowledges personal | and usually acknowledges | personal limitations. Is unable |
|  | strengths and limitations. Main- | personal strengths and | to maintain self-control. |
|  | tains self-control. Accepts | limitations. Maintains self- | Displays behavior that is |
|  | responsibility for own actions, | control. Is developing an | disrespecful to others. |
|  | is open to different ideas, and | increased sense of responsibility |  |
|  | interacts well with others. | for own actions. Is open to sug- |  |
|  |  | gestions, and interacts with others. |  |

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| --- | --- | --- | --- |
| Work Ethic | Is consistenly well organized, | Demonstrates genuine and | Is not prepared for class and/or |
|  | prepared, punctual, and reliable. | sustained effort. Produces work | late to class. Produces |
|  | Produces work that is complete, | that is correct. Is organized, pre - | work that is characterized by |
|  | timely and evident of detailed | pared, punctual and reliable, though | errors and/or is |
|  | planning. Works above and | may need | late or missing. |
|  | beyond expectations. | minor improvement in planning |  |
|  |  | and/or time managment |  |
|  |  |  |  |
|  |  |  |  |
| **• Pedagogy Dispositions** |  |  |  |
| Belief That All | Exhibits knowledge of all | Exhibits knowledge | Lacks knowledge of learners' |
| Children Can Learn | learners' abilities, learning styles, | of some learners' abilities, learning | abilities, learning styles, and |
|  | and cultural backgrounds. Pro- | styles, and cultural backgrounds. | cultural backgrounds. Provides |
|  | vides numerous and various | Provides numerous and various | limited learning experiences |
|  | learning experiences designed | learning experiences that meet | to meet the needs of |
|  | to meet the needs of all | the needs of most learners. | learners. |
|  | learners. |  |  |
|  |  |  |  |
|  |  |  |  |
| Fairness | Tries to understand all opinions, | Listens to all opinions, | Displays inability to listen to all |
|  | makes reasoned deci- | Makes reasoned decisions, | opinions, make reasoned |
|  | sions, and shows empathy and | and shows empathy and concern | decisions, and/or show empathy |
|  | concern for others. | for others. | and concern for others. |
|  | AND/OR | AND/OR | AND/OR |
|  | Consistently interacts with stu- | Usually interacts with students, | Fails to interact with students, |
|  | dents, parents, colleagues, and | parents, colleagues, and admin- | parents, colleagues, and |
|  | administrators in an effective and | istrators in an effective and | administrators in an effective |
|  | unbiased manner | unbiased manner | and unbiased manner. |
|  |  |  |  |
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| --- | --- | --- | --- |
| Passion for the Subject | Enthusiastically demonstrates | Demonstrates adequate | Demonstrates a lack of content |
| Matter and for | depth and breadth of content | depth and breadth of content | knowledge and pedagogical |
| Teaching | knowledge and pedagogical | knowledge and pedagogical | skills. Exhibits little under- |
|  | skills. Exhibits deep under- | skills. Exhibits understanding | standing of learning process |
|  | standing of learning process and | of learning process and is | and conveys little or no interest |
|  | is dedicated to life-long learning. | dedicated to life-long | in life-long learning. |
|  |  | learning. |  |
|  |  |  |  |
|  |  |  |  |
| Non-Discriminatory | Consistently selects activities/ | Selects activities/ | Fails to address diversity in |
| and Inclusive Peda- | materials, assignments, and | materials, assignments, and | reference to teaching |
| gogy, Fostering | assessments that accommodate | assessments that accommodate | strategies and/or assessment |
| Equity and Social | student diversity in terms of | student diversity in terms of | techniques. |
| Justice | cultural background, ability, | cultural background, ability, |  |
|  | achievement, interest, and | achievement, interest, and |  |
|  | special needs. | special needs. |  |
|  |  |  |  |
|  |  |  |  |
| Promotion of High | Routinely provides opportunities | Generally uses students' | Ignores students' strengths |
| Standards and | for students to hold high stand- | strengths and interests as a | and interests. Displays |
| Fulfillment of Aca- | ards for themselves and holds | starting point for the attain- | ineffectiveness and/or |
| demic Expectations | students accountable for the | ment of high standards and | disinterest in high standards |
|  | fulfillment of their academic | the fulfillment of their | and the fulfillment of students' |
|  | potential. | academic potential. | academic potential. |
|  |  |  |  |
|  |  |  |  |
| Creation of a Safe and | Consistently maintains and | Maintains a safe and nur- | Exhibits little or no |
| Nurturing Classroom | encourages others to foster a | turing classroom environment | interest in (or awareness of) |
| Environment | respectful, inclusive, flexible, | by recognizing the needs of | establishing a safe and |
|  | and supportive classroom | all students. | nurturing classroom |
|  | environment. |  | environment. |
| **• Professional Dispositions** |  |  |  |
| Collegiality | Consistently models courtesy | Models courtesy in | Demonstrates discourteous |
|  | communication and works well | communication and works well | communication and does not |
|  | with all members of the learning | with all members of the | work well with members of |
|  | community. Excels in forming | learning community. Is | the learning community. |
|  | positive relationships through | making acceptable progress | Has not formed positive |
|  | sharing ideas and knowledge, | in forming positive relation- | relationships w/ colleagues. |
|  | discussing issues, and managing | ships through sharing ideas | Does not share ideas or |
|  | conflict. | and knowledge, discussing | knowledge, fails to assist |
|  |  | issues, and managing conflict. | others, and lacks conflict |
|  |  |  | management skills. |
|  |  |  |  |
|  |  |  |  |
| Understanding of | Routinely demonstrates behavior | Seeks clarification of policies | Expects policies |
| and Respect for | consistent with policies | as needed | to be waived. |
| Policies and | AND/OR | AND/OR | AND/ OR |
| Procedures | Can easily describe and explain | Can describe and explain | Displays lack of awareness |
|  | school policies relevant to | basic school policies and | of basic school policies and/or |
|  | stakeholders (e.g., students, | regularly makes an effort to | violates those policies. |
|  | teachers, administrators, parents, | comply. Seeks clarification |  |
|  | community members). Routinely | of policies as needed. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Commitment to | Demonstrates regular and | Demonstrates acceptable | Demonstrates an absence of |
| Ongoing Assess- | intentional evaluation of | progress in evaluation of | planning and does not evaluate |
| ment for Student | student progress through a | student progress through a | student progress through a |
| Improvement | variety of evaluative means. | variety of evaluative means. | variety of means. Does not |
|  | Plans and articulates evaluation | Plans frequent evaluation but | articulate intentional design |
|  | as displayed in lesson planning | not always consistent in regular | for ongoing student assess- |
|  | and implementation in the | lesson planning and/or imple- | ment as seen in lesson |
|  | classroom on an ongoling basis. | mentation in the classroom. | planning and/or implementa- |
|  |  |  | tion in the classroom. |
|  |  |  |  |
|  |  |  |  |
| Continual Reflection | Consistently expresses reflection | Increasingly expresses reflec- | Rarely expresses reflection |
| on Self- | on own progress with regard to | tion on own progress with | on own progress with regard |
| Improvement, | SUNY Cortland dispositions and | regard to SUNY Cortland | to SUNY Cortland dispositions |
| Receptiveness to | further professional development | dispositions and further | and further professional |
| Guidance, and | without prompting. Displays | professional development | development. Seldom asks |
| Professional | this disposition through asking | with little prompting. Displays | for suggestions for improve- |
| Development | for suggestions, evaluative | this disposition through | ment. Responds inappropri- |
|  | activities, and lesson planning for | frequent asking for sug- | ately to required self- |
|  | improved performance. Seeks | gestions, evaluative activities, | reflection activities. |
|  | professional development | and lesson planning for |  |
|  | opportunities (e.g., in-service | improved performance. |  |
|  | days, conferences). | Seeks professional develop- |  |
|  |  | ment opportunities (e.g., in- |  |
|  |  | service days, conferences). |  |
|  |  |  |  |

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| --- | --- | --- | --- |
| Sensitivity to the | Exerts effort to understand the | Seeks to understand the | Fails to understand the |
| Particular School | appropriate norms of the particular | appropriate norms of | norms of the |
| Culture, Including | school environment and adapts | the particular school environment | particular school environment |
| Expectations of | behavior accordingly. Demon- | and to adapt behavior | and does not adapt behavior |
| Candidates | strates flexibility in adjusting to | accordingly. Demonstrates | accordingly. Demonstrates |
|  | changing expectations. | progress in adjusting to | indifference to the reasons |
|  |  | changing expectations. | why and how schools differ |
|  |  |  | in culture. |
|  |  |  |  |
|  |  |  |  |
| Appropriate | Makes a positive contribution | Occasionally seeks an | Expresses indifference to |
| Initiative | through creative ideas. | opportunity to recognize | Program/curriculum |
|  | Recognizes value of existing | and improve existing | improvement |
|  | Programs/curriculum | programs/curriculum as | and/or to the needs of |
|  | and seeks to improve them | well as to help school faculty | faculty/staff. |
|  |  | and staff achieve goals. |  |
|  |  |  |  |
|  |  |  |  |
| Effective | Regularly and frequently | Regularly communicates | Resists communication with |
| Communication | communicates with stake- | with stakeholders. Pro- | stakeholders. Displays |
| with All Stake- | holders. Identifies obstacles to | motes greater participation | indifference to the concerns |
| holders (e.g., | be overcome for greater partici- | by families and commun- | of others. |
| Parents, Adminis- | pation by families and commun- | ities. |  |
| trators, Commun- | ities. |  |  |
| ity Partners) |  |  |  |

**OPTIONAL ELEMENTS IN DISPOSITIONS ASSESSMENT**

Each program can add to the rubric customized elements as seen fit at the program level.

Two examples follow:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Target** | **Acceptable** | **Unacceptable** |
|  |  |  |  |
| Candidate demonstrates |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Empathy |  | Understands and respects vari- | Identifies with few perspec- |
|  | Understands and respects various | ous perspectives. Listens well | tives or needs of others. |
|  | perspectives. Listens well. Is | and is generally sensitive and |  |
|  | sensitive and empathetic to | empathetic to others' needs. |  |
|  | others' needs. Supports, en- | Supports and encourages others. |  |
|  | courages, and advocates for |  |  |
|  | others. |  |  |

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| --- | --- | --- | --- |
| Appropriate and | Creatively and effectively inte- | Integrates technology and | Uses technology and other |
| Effective Use of | grates technology and other | other teaching materials into | teaching materials super- |
| Technology and | teaching materials into lessons | lessons, but the technology | ficially and without evidence |
| Other Teaching | to enhance student learning. | and/or the other teaching | of student learning. |
| Materials |  | materials do not consistently |  |
|  |  | enhance student learning. |  |

**Recommendation from Ad Hoc NCATE Dispositions Committee**

**January 2012**

**Recommendation for MSED programs only:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Target** | **Acceptable** | **Unacceptable** |
|  |  |  |  |
| **Candidate demonstrates** |  |  |  |
|  |  |  |  |
| **• Character Dispositions** |  |  |  |
| Integrity | Exhibits exceptional character | Exhibits character through | Displays dishonesty and/or |
|  | through honesty, trustworthiness, | honesty, trustworthiness, | unlawful behavior as may be |
|  | transparency, and responsible be- | transparency, and responsible | evidenced by a TECRC review. |
|  | havior. Is always dependable in | behavior. Is dependable | Fails to follow-through, honor |
|  | follow-through and honoring | in follow-through and honoring | commitments, or maintain |
|  | commitments. Maintains | commitments. Maintains confidentiality | confidentiality. |
|  | confidentiality. Displays | and Strives to remain un- |  |
|  | a lack of bias in interacting with | biased in interacting with |  |
|  | others. | others. |  |
|  |  |  |  |
| Emotional Maturity | Expresses an awareness of self | Expresses an awareness of self | Fails to recognize |
|  | and acknowledges personal | and usually acknowledges | personal limitations. Is unable |
|  | strengths and limitations. Main- | personal strengths and | to maintain self-control. |
|  | tains self-control. Accepts | limitations. Maintains self- | Displays behavior that is |
|  | responsibility for own actions, | control. Responsible | disrespecful to others. |
|  | is open to different ideas, and | for own actions. |  |
|  | interacts well with others. | Is open to sug- |  |
|  |  | gestions, and interacts with others. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Work Ethic | Is consistenly well organized, | Demonstrates genuine and | Is not prepared for class and/or |
|  | prepared, punctual, and reliable. | sustained effort. Produces work | late to class. Produces |
|  | Produces work that is complete, | that is correct. Is organized, pre - | work that is characterized by |
|  | timely and evident of detailed | pared, punctual and reliable, though | errors and/or is |
|  | planning. Works above and | may need | late or missing. |
|  | beyond expectations. | minor improvement in planning |  |
|  |  | and/or time managment |  |
|  |  |  |  |
|  |  |  |  |
| **• Pedagogy Dispositions** |  |  |  |
| Belief That All | Exhibits knowledge of all | Exhibits knowledge | Lacks knowledge of learners' |
| Children Can Learn | learners' abilities, learning styles, | of some learners' abilities, learn- | abilities, learning styles, and |
|  | and cultural backgrounds. Pro- | ing styles, and cultural backgrounds. | cultural backgrounds. Provides |
|  | vides numerous and various | Provides numerous and various | limited learning experiences |
|  | learning experiences designed | learning experiences that meet | to meet the needs of |
|  | to meet the needs of all | the needs of most learners. | learners. |
|  | learners. |  |  |
|  |  |  |  |
|  |  |  |  |
| Fairness | Tries to understand all opinions, | Listens to all opinions, makes | Displays inability to listen to all |
|  | makes reasoned deci- | reasoned decisions, and shows | opinions, make reasoned |
|  | sions, and shows empathy and | empathy and concern for | decisions, and/or show empathy |
|  | concern for others. | others. | and concern for others. |
|  | AND/OR | AND/OR | AND/OR |
|  | Consistently interacts with stu- | Usually interacts with students, | Fails to interact with students, |
|  | dents, parents, colleagues, and | parents, colleagues, and admin- | parents, colleagues, and |
|  | administrators in an effective and | istrators in an effective and | administrators in an effective |
|  | unbiased manner | unbiased manner | and unbiased manner. |
|  |  |  |  |
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| --- | --- | --- | --- |
| **• Professional Dispositions** |  |  |  |
| Collegiality | Consistently models courtesy | Models courtesy in | Demonstrates discourteous |
|  | In communication and works well | communication and works well | communication and does not |
|  | with all members of the learning | with all members of the | work well with members of |
|  | community. Excels in forming | learning community. Is | the learning community. |
|  | positive relationships through | making acceptable progress | Has not formed positive |
|  | sharing ideas and knowledge, | in forming positive relation- | relationships with colleagues. |
|  | discussing issues, and managing | ships through sharing ideas | Does not share ideas or |
|  | conflict. | and knowledge, discussing | knowledge, fails to assist |
|  |  | issues, and managing conflict. | others, and lacks conflict |
|  |  |  | management skills. |
|  |  |  |  |
|  |  |  |  |
| Understanding of | Routinely demonstrates behavior | Seeks clarification of policies | Expects policies |
| and Respect for | consistent with policies | as needed | to be waived. |
| Policies and | AND/OR | AND/OR | AND/ OR |
| Procedures | Can easily describe and explain | Can describe and explain | Displays lack of awareness |
|  | school policies relevant to | basic school policies and | of basic school policies and/or |
|  | stakeholders (e.g., students, | regularly makes an effort to | violates those policies. |
|  | teachers, administrators, parents, | comply. Seeks clarification |  |
|  | community members). Routinely | of policies as needed. |  |

**OPTIONAL ELEMENTS IN DISPOSITIONS ASSESSMENT**

Each program can add to the rubric customized elements as seen fit at the program level

Two examples follow:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Target** | **Acceptable** | **Unacceptable** |
|  |  |  |  |
| Candidate demonstrates |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Empathy |  | Understands and respects vari- | Identifies with few perspec- |
|  | Understands and respects various | ous perspectives. Listens well | tives or needs of others. |
|  | perspectives. Listens well. Is | and is generally sensitive and |  |
|  | sensitive and empathetic to | empathetic to others' needs. |  |
|  | others' needs. Supports, en- | Supports and encourages others. |  |
|  | courages, and advocates for |  |  |
|  | others. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Appropriate and | Creatively and effectively inte- | Integrates technology and | Uses technology and other |
| Effective Use of | grates technology and other | other teaching materials into | teaching materials super- |
| Technology and | teaching materials into lessons | lessons, but the technology | ficially and without evidence |
| Other Teaching | to enhance student learning. | and/or the other teaching | of student learning. |
| Materials |  | materials do not consistently |  |
|  |  | enhance student learning. |  |