###  **EIU EPP Dispositions Rubric Revised - 2022 COE Dispositions Subcommittee**

Field Experience I, SPE 4800, Field Experience II, Secondary Departmental Methods, and Student Teaching

Expected Candidate Outcomes at Various Stage: Stage 1 (goal score: 2); Stage 2 (goal score: 3); Stage 3 (goal score: 3)

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|  |  **Does Not Meet Standards** **1 2** | **Meets Standards****3** | **Exceeds Standards** **4 5** | **No Basis for** **Judgment**  |
| Candidate demonstrates a **positive regard for all learners, faculty, and staff** in professional and personal contexts. (IWS)InTASC 2a, 2d, 9eIPTS 1F, 9.H, 9IDF: 2a, 4c, 4d, 4eSEL 1A.5a-bCRTLS - A - Self-Awareness and Relationship to OthersCRTLS - B - Systems of OppressionCRTLS - C - Students as IndividualsCRTLS - F - Family and Community Collaboration | Candidate may not always demonstrate a positive regard for all learners in different professional and personal settings. The candidate may be observed acting inequitably, such as favoring, avoiding, or drawing attention to interactions with learners with individual differences or using language that could be perceived by students, faculty, and staff as discriminatory, insensitive, or uncomfortable. |  | Candidate demonstrates a positive regard for all learners through their nonverbal and verbal communication with students, faculty, and staff in all contexts. Candidate often uses non-discriminatory language such as person-first language and interacts positively with all learners regardless of cultural background, gender, sexual orientation, socioeconomic status, and learning differences.  |  | Candidate demonstrates a positive and empathetic respect for all learners through their nonverbal and verbal communication with students, faculty, and staff in all contexts. Candidate models and encourages others to use inviting and non-discriminatory language such as person-first language to foster a respectful environment embracing culture, gender, sexual orientation, socio-economic status, and learning differences. | No Basis for Judgment |
| Candidates demonstrates **effective and professional communication** by adopting positive, error-free verbal, non-verbal, and written interactions with peers, staff, and learners. (EC)InTASC 3f, 10dIPTS 6.E, 9.H, 9.ISEL 1A.5a-b, 2C.5aCRTLS - C - Students as Individuals | Candidate may communicate with learners, peers, or staff using a nonprofessional or disrespectful tone. Candidate may not always speak clearly when expressing ideas and may make frequent errors requiring prompting to be corrected.Candidate may not demonstrate alignmentbetween nonverbal and verbal communicative behaviors, which impacts the understanding of the candidate’s message. |  | Candidate communicates clearly, respectfully, and positively when interacting with learners, peers, and staff. Candidate often demonstrates alignment between nonverbal and verbal communication. Candidate speaks and writes with purpose. Candidate may make minor errors in written and/or oral communication but immediately self-corrects without prompting. |  | Candidate communicates clearly, respectfully, positively, and inclusively with learners, peers, and staff. Candidate demonstrates effective alignment between nonverbal and verbal communication. Candidate speaks and writes with purpose and without error and at a level understood by listener/reader. | No Basis for Judgment |
|  |  **Does Not Meet Standards** **1 2** | **Meets Standards****3** | **Exceeds Standards** **4 5** | **No Basis for** **Judgment**  |
| The candidate models **professional behavior and appropriate dispositions** reflecting honesty, integrity, personal responsibility, confidentiality, and respect in both professional and personal communication and in both in-person and digital contexts. (PEP)InTASC 9f, 9o, 10jIPTS 9G, 9H, 9I, 9S, 9TDF: 4c, 4d, 4fCRTLS - C - Students as Individuals | The candidate may not showcase professional behavior and/or dispositional issues (in face-to-face and digital settings) calling into question the candidate’s honesty, integrity, personal responsibility, confidentiality, and respect. Candidate may participate in behaviors such as: sharing inaccurate or private information, talking negatively about other people, blaming others for personal challenges, talking disparagingly about the profession, using inappropriate language, etc. |  | The candidate demonstrates professional behavior and appropriate dispositions (in face-to-face and digital settings) that reflect honesty, integrity, personal responsibility, confidentiality, and respect of learners, families, and school professionals/staff. |  | The candidate serves as a model of professional behavior and appropriate dispositions (in face-to-face and digital settings) reflecting honesty, integrity, personal responsibility, confidentiality, and respect of learners, families, and school professionals/staff. | No Basis for Judgment |
| The candidate plans and designs instruction **based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context**. The teacher plans for ongoing student growth and achievement. (PTSL) InTASC 1b, 2a, 2c, 2d, 2e, 5a, 7b, 7c, 7d, 8a, 8b, 8d, 9c IPTS 1a, 1b, 1h, 1l, 3a, 3c, 3d, 3j, 3k, 3n, 3o, 5c, 5g, 5h, 5i, 5l, 5p, DF 1a, 1c, 1e, 3d, 3eCRTLS - A - Self-Awareness and Relationship to OthersCRTLS - B - Systems of OppressionCRTLS - D - Students as Co-CreatorsCRTLS - H - Student Representation in Learning Environment | The candidate may be aware of content area knowledge needs, diverse student characteristics, student performance data, curriculum goals, and the community context, but the candidate’s consideration of the variables is frequently not evident in the planning and designing of instruction. The candidate ineffectively plans for skill acquisition and may not provide specific or targeted opportunities to track student growth and achievement.  |  | The candidate uses content area knowledge needs, diverse student characteristics, student performance data, curriculum goals, and the community context to plan and design instruction. The candidate plans for skill mastery through specific lesson assessments. |  | The candidate triangulates variables such as content area knowledge needs, diverse student characteristics, student performance data, curriculum goals, and the community context to plan and design instruction. The candidate effectively plans for ongoing student growth and achievement through connected lessons and frequent formative and summative assessments. | No Basis for Judgment |
| The candidate monitors and **adjusts multiple evidence-based instructional strategies, making use of technology, pacing, and flexible grouping of individuals with a range of abilities and experiences**, to engage students in active learning opportunities. (PTSL) InTASC 1b, 2a, 2c, 2d, 2e, 5a, 7b, 7c, 7d, 8a, 8b, 8d, 9c IPTS 1a, 1b, 1h, 1l, 3a, 3c, 3d, 3j, 3k, 3n, 3o, 5c, 5g, 5h, 5i, 5l, 5p, DF 1a, 1c, 1e, 3d, 3eSEL 3A.5bCRTLS - A - Self-Awareness and Relationship to OthersCRTLS - B - Systems of OppressionCRTLS - D - Students as Co-Creators | The candidate may ineffectively monitor and adjust their instruction based on formative and summative assessments. The candidate frequently does not implement evidence-based instructional strategies to support students with a range of needs, such as effective grouping, pacing, and/or use of technology. |  | The candidate monitors and adjusts their instruction and use of materials based on some use of formative and summative assessments. The candidate draws on some evidence-based instructional strategies, such as technology, pacing, and flexible grouping to motivate and engage most students in active learning opportunities.   |  | The candidate actively monitors and adjusts their instruction and use of materials based on multiple forms of evidence (formative assessment, exit tickets, student feedback, etc.). The candidate frequently adopts evidence-based strategies such as incorporating technology, pacing, and flexible grouping to best motivate and engage all students in active learning opportunities.  | No Basis for Judgment |
|  |  **Does Not Meet Standards** **1 2** | **Meets Standards****3** | **Exceeds Standards** **4 5** | **No Basis for** **Judgment**  |
| The candidate demonstrates an **understanding of the diverse characteristics and abilities** of students and *how* individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The candidate employs universal design strategies to create instructional opportunities that maximize student learning. (SDE)InTASC 1a, 1b, 1c, 2a, 2c, 2d, 2e, 3fIPTS 1a, 1c, 1d, 1e, 1k, 1l, 2p, 2e, 3c, 3k, 5e, 5l DF 1b, 2a, 2b, 4cSEL 2B.5aCRTLS - A - Self-Awareness and Relationship to OthersCRTLS - B - Systems of OppressionCRTLS - C - Students as IndividualsCRTLS - D - Students as Co-CreatorsCRTLS - E - Leveraging Student AdvocacyCRTLS - F - Family and Community CollaborationCRTLS - H - Student Representation in Learning Environment | Candidate ineffectively considers the learners’ experiences, developmental levels, and cultural experiences when selecting and using instructional strategies. The candidate may fail to consider universal design approaches and/or appear culturally unresponsive, and their design choices may have a negative impact on learners. |  | Candidate often considers the learners’ experiences, developmental level, and cultural experiences when selecting and implementing instructional strategies to promote positive impact on learning. The candidate might need to implement more universal design approaches to engage and motivate all learners.  |  | Candidate utilizes the learners’ experiences, developmental levels, and cultural experiences to implement universal design strategies that create multiple opportunities for representation, engagement, and expression of learning to engage and motivate learners as well as promote positive impact on learning.  | No Basis for Judgment |

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|  |  **Does Not Meet Standards** **1 2** | **Meets Standards****3** | **Exceeds Standards** **4 5** | **No Basis for** **Judgment**  |
| Candidate engages in reflection of classroom experiences and **demonstrates social and emotional maturity.**inTASC 10fIPTS 9A, 9K DF: 4aSEL 1.B.5a, 1C.5b, | The candidate may struggle to receive and act on constructive feedback. The candidate may fail to reflect or be aware of their own growth needs and may not make active and effective changes in practice. The candidate may not always demonstrate characteristics of social/emotional maturity, such as owning up to mistakes and taking responsibility for their professional and personal growth. |  | The candidate receives constructive feedback openly and understands the value of critical feedback for growth. The candidate is often able to actively engage their own growth needs in reflection and make changes in practice. The candidate often exhibits social and emotional maturity, and takes responsibility for their professional and personal growth. |  | The candidate actively seeks out and engages in multiple forms of critical, constructive feedback and implements feedback in active reflection and revision. The candidate synthesizes a variety of feedback in different forms, drawing on engagement with researched best practices. The candidate is a model of social/emotional maturity, and takes ownership of their professional and personal growth. | No Basis for Judgment |
| The candidate exhibits **professional use of technology and thoughtful behavior through online and social mediums.** nTASC 9f, 9o, 10jIPTS 9G, 9H, 9I, 9S, 9TDF: 4c, 4d, 4fSEL 1A.5a, 3A.5a, 3B.5a | Candidate posts online and through social mediums in a way that may not reflect professionalism or awareness that these items can be accessed by the public at large, including students and other teachers. The candidate uses personal technologies (e.g. cell phones) irresponsibly or at inappropriate/prohibited times throughout the school day. |  | Candidate posts online and through social mediums in a way that demonstrates awareness that posts can potentially be accessed by the public. The candidate uses personal technologies (e.g. cell phones) at appropriate/allowed times throughout the school day.  |  | Candidate posts online and through social mediums in a way that demonstrates professionalism and thoughtful consideration of what is being posted. The candidate uses personal technologies (e.g. cell phones) responsibly at appropriate/allowed times throughout the school day.  | No Basis for Judgment |

**Revised Language for Student Teaching Handbook:** Student teachers will identify and adhere to school-specific dress codes and expectations for professional appearance. Careful discretion should be taken in relation to clothing, body jewelry, or tattoos that may be deemed offensive, inappropriate, or distracting for a professional setting. Students will consult with university mentors should specific interactions or questions relating to the above occur.

Student teaching places you in the role of a teacher; conducting yourself in a professional manner is therefore essential.  Dress and appearance, appropriate behavior and communication (both in person and in digital spaces), responsible use of personal technologies (e.g. cell phones), general courtesy, respecting others, and confidentiality are all parts of being professional.