

EPPU Dispositions Assessment for Initial Educator Preparation Programs

	Unacceptable (0 pt)	Developing (1 pt)	Target (2 pts)	Exemplary (3 pts)
<p>Collaboration: The candidate cooperates with other educational professionals, parents/guardians, and the community to develop enhanced learning opportunities for all learners.</p> <p>CAEP-2013.3.3 IL-PTS-2012.8 IL-PTS-2012.9 INTASC-2013.1.c INTASC-2013.10.l INTASC-2013.10.m INTASC-2013.3.q</p>	<p>The candidate does not collaborate.</p>	<p>The candidate collaborates with colleagues in a professional manner.</p>	<p>And . . . The candidate models positive collaborative relationships with multiple stakeholders within the school.</p>	<p>And . . . The candidate seeks and fosters respectful relationships with parents/ guardians, school district, and community to promote growth and development in all learners.</p>
<p>Respect for Student Diversity: The candidate demonstrates respect for and valuing of learners with a range of strengths and needs from diverse races/ethnicities, cultures, socioeconomic back-grounds, languages, sexual orientations, genders, and gender identities.</p> <p>CAEP-2013.3.3 IL-PTS-2012.1</p>	<p>The candidate cannot identify or does not respect diverse learners' varying strengths and needs.</p>	<p>The candidate identifies and respects diverse learners' varying strengths and needs.</p>	<p>And . . . The candidate uses diverse learners' varying strengths and needs to enhance each learner's development.</p>	<p>And . . . The candidate analyzes diverse learners' varying strengths and needs, bringing attention to learners' personal, family, and community experiences and cultural norms.</p>

<p>INTASC-2013.1.h INTASC-2013.2.d INTASC-2013.2.j INTASC-2013.4.m INTASC-2013.4.p</p>				
<p>Professional Judgment and Behavior: The candidate demonstrates professional judgment and behavior in preparation for, presentation to, and communication with learners, other education professionals, parents/guardians, and community members. CAEP-2013.3.3 IL-PTS-2012.9 INTASC-2013.7.p</p>	<p>The candidate is late to school or class, or does not dress in professional attire in school settings, or does not submit assignments or lesson plans on time, or does not bring all necessary materials to school or class, or communicates in an inappropriate manner with learners or other members of the school/university community.</p>	NA	<p>The candidate is punctual/ early to school or class, dresses in professional attire in school settings, submits all assignments and lesson plans on time, brings all necessary materials to school or class, and communicates in an appropriate, professional manner with learners and other members of the school/university community.</p>	NA
<p>Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. CAEP-2013.3.6 IL-PTS-2012.9 INTASC-2013.9.j INTASC-2013.9.o</p>	<p>The candidate does not demonstrate ethical behavior, based on the principles described in ISBE Part 22 Code of Ethics for Illinois Educators, in teaching or other interactions with learners or other members of the school/university community.</p>	NA	<p>The candidate demonstrates ethical behavior, based on the principles described in ISBE Part 22 Code of Ethics for Illinois Educators, in teaching and other interactions with learners and other members of the school/university community.</p>	NA

<p>Impact on Learning: The candidate implements instruction based on best practices, assesses effectiveness of instruction for diverse learners with a range of strengths and needs, and reflects upon differentiation of subsequent instruction for all learners.</p> <p>CAEP-2013.2.3 IL-PTS-2012.2 IL-PTS-2012.3 IL-PTS-2012.5 IL-PTS-2012.6 IL-PTS-2012.7 INTASC-2013.1.b INTASC-2013.9.i</p>	<p>The candidate does not use or does not reflect on, after assessment, the practices that impact learner growth and development.</p>	<p>The candidate uses and reflects on, after assessment, the practices that impact learner growth and development.</p>	<p>And . . . The candidate uses analysis and reflection to inform planning of next-step instruction for all learners.</p>	<p>And . . . The candidate examines multiple valid and reliable data sources and reflects upon the data to assess the impact of current practice in meeting diverse learners' needs and planning differentiated subsequent instruction for all learners.</p>
<p>Accepting and Implementing Feedback: The candidate seeks feedback on all aspects of her/his teaching, refining knowledge and skills that contribute to effectiveness as an educator.</p> <p>CAEP-2013.3.3 IL-PTS-2012.9 INTASC-2013.1.k</p>	<p>The candidate does not accept feedback or accepts feedback with a negative attitude.</p>	<p>The candidate accepts feedback for professional growth with a positive attitude.</p>	<p>And . . . The candidate implements suggestions and advice from supervisors and/or faculty to improve practice.</p>	<p>And . . . The candidate seeks and implements suggestions and advice from principal and/or other education professionals to enhance practice with all learners.</p>

<p>Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. CAEP-2013.1.2 IL-PTS-2012.9 INTASC-2013.4.p INTASC-2013.9.i</p>	<p>The candidate does not demonstrate enthusiasm and willingness to actively engage in learning.</p>	<p>The candidate demonstrates enthusiasm and willingness to actively engage in learning.</p>	<p>And . . . The candidate demonstrates a deepening understanding of her/his frames of reference (e.g., culture, gender, language, abilities, ways of knowing, prior experience).</p>	<p>And . . . The candidate identifies and works to impede or overcome the potential biases inherent in these frames of reference and their impact on expectations for and relationships with learners and their families.</p>
<p>Overall Dispositional Rating</p>				

EPPU Advanced Programs Educational Professionals Disposition Rubric

	Far Below Standards (1 pt)	Below Standards (Developing) (2 pts)	Meets Standards (3 pts)	Exceeds Standards (4 pts)
<p>Ethical Behavior Definition: The commitment to acting in ways consistent with and making decisions based on the codes of ethics, professional standards of practice, and relevant laws and policies. CAEP-2016.A.1.1</p>	<p>The candidate demonstrates in actions and decisions no knowledge or understanding of the ethical expectations of the profession (codes of ethics, professional standards of practice, and relevant law and policy).</p>	<p>The candidate demonstrates in actions and decisions a developing, but inadequate, understanding of the ethical expectations of the profession (codes of ethics, professional standards of practice, and relevant law and policy).</p>	<p>The candidate consistently demonstrates in actions and decisions an understanding of the ethical expectations of the profession (codes of ethics, professional standards of practice, and relevant law and policy).</p>	<p>And ... When necessary for students' benefit, the candidate demonstrates an ability to make appropriate decisions in the context of conflicting codes of ethics, professional standards of practice, and relevant laws and policies.</p>
<p>Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. CAEP-2016.A.1.1</p>	<p>The candidate does not complete or is late in carrying out scheduled activities or assignments and/or comes to class or field experiences unprepared.</p>	<p>The candidate is punctual in carrying out scheduled activities and assignments and brings necessary materials.</p>	<p>And ... The candidate uses short- and long-term planning to support student success.</p>	<p>And ... The candidate fully assesses specific practice and learning circumstances when planning, preparing for, and implementing activities to support professional self-development and student success.</p>
<p>Commitment to Collaboration Definition: An ability to establish and maintain</p>	<p>The candidate does not collaborate with colleagues, P-12 learners, community</p>	<p>The candidate collaborates with colleagues in a professional manner.</p>	<p>And ... The candidate is a model of positive collaborative</p>	<p>And ... The candidate seeks and fosters respectful relationships with</p>

<p>collaborative partnerships with colleagues, P-12 learners, parents/guardians, community members, and other stakeholders with the goal of promoting student learning and development. CAEP-2016.A.1.1</p>	<p>members, or other stakeholders.</p>		<p>relationships for multiple stakeholders within the school.</p>	<p>parents/ guardians, school district, and community to promote growth and development of all learners.</p>
<p>Appreciation of Diversity Definition: An understanding of and respect for the full range of student diversity and how the strengths and needs of each student affect her/his learning. CAEP-2016.A.1.1 INTASC-2013.2</p>	<p>The candidate cannot identify or does not respond to diverse learners' varying strengths and needs.</p>	<p>The candidate identifies and respects diverse learners' varying strengths and needs.</p>	<p>And... The candidate applies knowledge of learners' varying academic strengths and needs to address each learner's needs and enhance each learner's development.</p>	<p>And... The candidate includes diverse learners' personal, family, and community experiences and cultural norms in analysis of each learner's varying strengths and needs.</p>
<p>Habits of Mind for Reasoned Eclecticism Definition: The habit of implementing research-based instruction, interventions, and/or clinical practices and making adjustments therein when change is supported by empirical evidence (qualitative</p>	<p>The candidate demonstrates no knowledge of research-based interventions and/or clinical practices.</p>	<p>The candidate demonstrates a habit of implementing research-based instruction, interventions, and/or clinical practices.</p>	<p>And ... The candidate makes adjustments in instruction, interventions, and/or clinical practices when change is supported by empirical evidence (qualitative and/or quantitative) or is</p>	<p>And ... The candidate provides evidence of searching for and implementing appropriate and diverse approaches in instruction, interventions, and/or clinical practices in order to improve</p>

<p>and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. CAEP-2016.A.1.1</p>			<p>necessary in order to meet needs of specific students and educational contexts.</p>	<p>student performance, meet school goals, and/or support professional growth.</p>
<p>Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. CAEP-2016.A.1.1</p>	<p>The candidate does not demonstrate implementation of a plan for continuous professional growth, does not participate in professional development, professional organizations, or learning communities.</p>	<p>The candidate demonstrates knowledge of building and implementing plans for professional growth.</p>	<p>And . . . The candidate consistently and frequently participates in professional development, professional organizations, learning communities, and engages in activities to enhance personal growth and development.</p>	<p>And . . . The candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current policy and research to reflect and improve practice.</p>