

DATA:

SPRING 2017 – INITIAL AND ADVANCED DISPOSITIONS BY COURSE

INITIAL PROGRAMS

EDED-3099 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|---------------------------------|-------------------------------|---------------------------|------------------------------|-------------|-------------|--------------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | <u>7</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | <u>7</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | <u>2</u> | 0 | <u>5</u> | 0 | 1.429 | 2.000 | 0.904 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>7</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>7</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | <u>7</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>7</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Overall Dispositional Rating | 0 | <u>7</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.q

7 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.p

7 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

2 (29%)

5 (71%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.o

7 (100%)

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

7 (100%)

all learners.

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

Overall Dispositional Rating

7 (100%)

7 (100%)

7 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-3320 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | <u>2</u> | <u>2</u> | <u>6</u> | <u>1</u> | 1.545 | 2.000 | 0.934 |
| 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. | 0 | <u>3</u> | <u>6</u> | <u>2</u> | 1.909 | 2.000 | 0.701 |
| 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. | <u>2</u> | 0 | <u>9</u> | 0 | 1.636 | 2 | 0.809 |

| | | | | | | | |
|---|----------|----------|----------|----------|-------|-------|-------|
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | <u>2</u> | <u>1</u> | <u>8</u> | 0 | 1.364 | 2.000 | 0.924 |
| 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. | <u>1</u> | <u>2</u> | <u>6</u> | <u>1</u> | 1.727 | 2.000 | 0.786 |
| 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. | <u>3</u> | 0 | <u>6</u> | <u>2</u> | 1.636 | 2.000 | 1.120 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | <u>3</u> | <u>1</u> | <u>7</u> | 0 | 1.364 | 2.000 | 0.924 |
| Overall Dispositional Rating | <u>3</u> | 0 | <u>8</u> | 0 | 1.455 | 2.000 | 0.934 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.q



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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.



CAEP-ACC-2013-3.6, IL-PTS-2012-9,
INTASC-2013-9.o

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.



CAEP-ACC-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

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.



CAEP-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.



CAEP-ACC-2013-1.2, IL-PTS-2012-9,
INTASC-2013-4.p

Overall Dispositional Rating



■ Unacceptable ■ Developing ■ Target ■ Exemplary

EDEC-4420 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 0 | <u>8</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>8</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>8</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>8</u> | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | <u>8</u> | 3.000 | 3.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 0 | <u>8</u> | | | |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-

8 (100%)

2013-10.l, INTASC-2013-10.m, INTASC-2013-3.q

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.

8 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

8 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

8 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

8 (100%)

CAEP-ACC-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.l

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

8 (100%)

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

8 (100%)

Overall Dispositional Rating

8 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-4440 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | <u>1</u> | <u>2</u> | <u>1</u> | 2.000 | 2.000 | 0.707 |
| 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. | 0 | <u>1</u> | <u>3</u> | 0 | 1.750 | 2.000 | 0.433 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Impact on Learning: The candidate implements instruction based on best practices, assesses effectiveness of instruction | 0 | <u>1</u> | <u>1</u> | <u>2</u> | 2.250 | 3.000 | 0.829 |

| | | | | | | | |
|--|---|----------|----------|----------|-------|-------|-------|
| for diverse learners with a range of strengths and needs, and reflects upon differentiation of subsequent instruction for all learners. | | | | | | | |
| 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. | 0 | <u>1</u> | <u>1</u> | <u>2</u> | 2.250 | 3.000 | 0.829 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>1</u> | 0 | <u>3</u> | 2.500 | 3.000 | 0.866 |
| Overall Dispositional Rating | 0 | 0 | 0 | <u>3</u> | 3.000 | 3.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.q



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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p



Ethical Behavior: The candidate demonstrates ethical behavior in teaching



and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.o

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.

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

Overall Dispositional Rating



■ Unacceptable
 ■ Developing
 ■ Target
 ■ Exemplary

EDEC-4441 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|--|-------------------------|-----------------------|-------------------|----------------------|------|------|-------|
| | | | | | | | |

| | | | | | | | |
|---|---|----------|----------|----------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>1</u> | <u>3</u> | 2.750 | 3.000 | 0.433 |
| 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. | 0 | <u>1</u> | <u>3</u> | 0 | 1.750 | 2.000 | 0.433 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>1</u> | <u>3</u> | 0 | 1.750 | 2.000 | 0.433 |
| 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. | 0 | <u>1</u> | <u>3</u> | 0 | 1.750 | 2.000 | 0.433 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>1</u> | <u>3</u> | 0 | 1.750 | 2.000 | 0.433 |
| Overall Dispositional Rating | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-10.I, INTASC-2013-10.m, INTASC-2013-3.q

Respect for Student Diversity: The candidate demonstrates respect for and

1 (25%)

3 (75%)

1 (25%)

3 (75%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

4 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

4 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

1 (25%)

3 (75%)

CAEP-ACC-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

Accepting and Implementing Feedback: The candidate seeks feedback on all aspects of her/his teaching, refining knowledge and skills that contribute to

1 (25%)

3 (75%)

effectiveness as an educator.

CAEP-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9,
INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating



■ Unacceptable ■ Developing ■ Target ■ Exemplary

EDEC-4450 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>4</u> | <u>3</u> | 2.429 | 2.000 | 0.495 |
| 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. | 0 | <u>2</u> | <u>2</u> | <u>3</u> | 2.143 | 3.000 | 0.833 |
| 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. | <u>2</u> | 0 | <u>5</u> | 0 | 1.429 | 2.000 | 0.904 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>7</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>3</u> | <u>1</u> | <u>3</u> | 2.000 | 1.000 | 0.926 |

| | | | | | | | |
|--|---|----------|----------|----------|-------|-------|-------|
| 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. | 0 | <u>1</u> | <u>3</u> | <u>3</u> | 2.286 | 2.000 | 0.700 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>2</u> | <u>2</u> | <u>3</u> | 2.143 | 3.000 | 0.833 |
| Overall Dispositional Rating | 0 | 0 | <u>4</u> | <u>3</u> | 2.429 | 2.000 | 0.495 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.g



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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p



Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.



CAEP-ACC-2013-3.6, IL-PTS-2012-9,
INTASC-2013-9.o

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.



CAEP-ACC-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.l

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.



CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.



CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

Overall Dispositional Rating



Unacceptable Developing Target Exemplary

EDEC-4451 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|--|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>4</u> | <u>3</u> | 2.429 | 2.000 | 0.495 |
| Respect for Student Diversity: The candidate demonstrates respect for and valuing of learners with a range of strengths | 0 | 0 | <u>4</u> | <u>3</u> | 2.429 | 2.000 | 0.495 |

| | | | | | | | |
|---|----------|----------|----------|----------|-------|-------|-------|
| and needs from diverse races/ethnicities, cultures, socioeconomic back-grounds, languages, sexual orientations, genders, and gender identities. | | | | | | | |
| 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. | <u>1</u> | 0 | <u>6</u> | 0 | 1.714 | 2.000 | 0.700 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>7</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>1</u> | <u>3</u> | <u>3</u> | 2.286 | 2.000 | 0.700 |
| 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. | 0 | 0 | <u>4</u> | <u>3</u> | 2.429 | 2.000 | 0.495 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>2</u> | <u>2</u> | <u>3</u> | 2.143 | 3.000 | 0.833 |
| Overall Dispositional Rating | 0 | 0 | <u>4</u> | <u>3</u> | 2.429 | 2.000 | 0.495 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.g

4 (57%) 3 (43%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1,

4 (57%) 3 (43%)

INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.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.

1 (14%) 6 (86%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

7 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.o

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.

1 (14%) 3 (43%)

3 (43%)

CAEP-ACC-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.l

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.

4 (57%)

3 (43%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

2 (29%)

2 (29%)

3 (43%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9,
INTASC-2013-4.p

Overall Dispositional Rating



EDEC-4470 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | <u>2</u> | <u>1</u> | <u>2</u> | 2.000 | 1.000 | 0.894 |
| 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. | 0 | <u>2</u> | <u>1</u> | <u>2</u> | 2.000 | 1.000 | 0.894 |
| 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. | <u>2</u> | 0 | <u>3</u> | 0 | 1.200 | 2.000 | 0.980 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>5</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>2</u> | <u>2</u> | <u>1</u> | 1.800 | 2.000 | 0.748 |
| 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. | 0 | <u>2</u> | 0 | <u>3</u> | 2.200 | 3.000 | 0.980 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>2</u> | <u>1</u> | <u>2</u> | 2.000 | 1.000 | 0.894 |
| Overall Dispositional Rating | 0 | <u>2</u> | <u>1</u> | <u>2</u> | 2.000 | 1.000 | 0.894 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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



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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p



Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o



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.

CAEP-ACC-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

Accepting and Implementing Feedback:

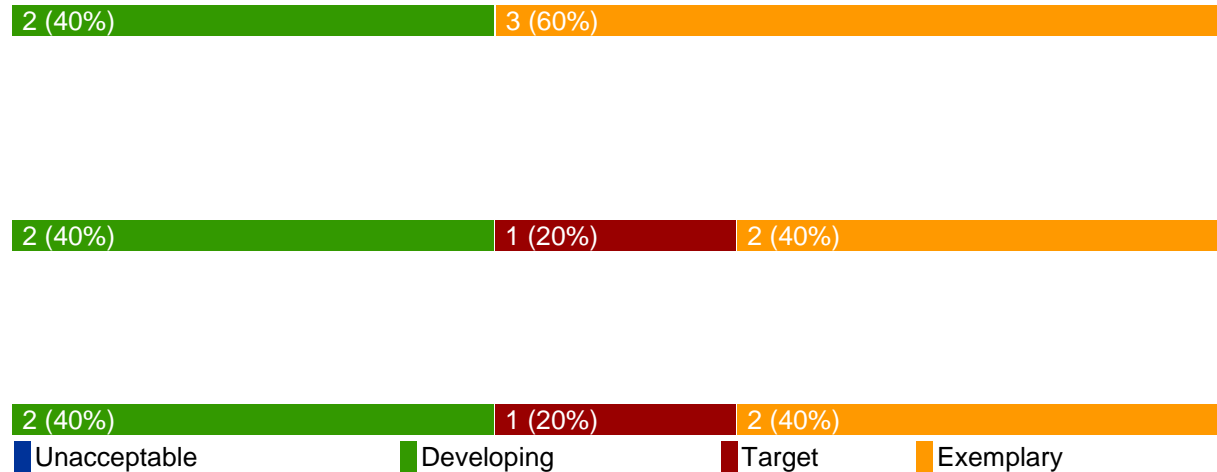
The candidate seeks feedback on all aspects of her/his teaching, refining knowledge and skills that contribute to effectiveness as an educator.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating



EDEC-4480 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Professional Judgment and Behavior: The candidate demonstrates professional judgment and behavior in preparation for, presentation to, and communication with | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|----------|-------|-------|-------|
| learners, other education professionals, parents/ guardians, and community members. | | | | | | | |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>4</u> | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

4 (100%)

CAEP-ACC-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

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.

4 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

Professional Judgment and Behavior: The candidate demonstrates professional

4 (100%)

judgment and behavior in preparation for, presentation to, and communication with learners, other education professionals, parents/ guardians, and community members.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

4 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

4 (100%)

CAEP-ACC-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.l

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.

4 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

4 (100%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

4 (100%)

■ Unacceptable

■ Developing

■ Target

■ Exemplary

EDEC-4481 (Early Childhood Program)**Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs**

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|---------------------------------|-------------------------------|---------------------------|------------------------------|-------------|-------------|--------------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>4</u> | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities

4 (100%)

for all learners.

CAEP-ACC-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

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.

4 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

4 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

4 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

4 (100%)

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

4 (100%)

4 (100%)

4 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-4490 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|----------|-------|-------|-------|
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>4</u> | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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

4 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

4 (100%)

Professional Judgment and Behavior: The candidate demonstrates professional judgment and behavior in preparation for, presentation to, and communication with

4 (100%)

learners, other education professionals, parents/ guardians, and community members.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

4 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

4 (100%)

CAEP-ACC-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

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.

4 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

4 (100%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

4 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-4491 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>4</u> | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

4 (100%)

CAEP-ACC-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

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.

4 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

4 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

4 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

4 (100%)

CAEP-ACC-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.l

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

4 (100%)

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

4 (100%)

Overall Dispositional Rating

4 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-4899 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>1</u> | <u>2</u> | 2.667 | 3.000 | 0.471 |
| 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. | 0 | 0 | <u>1</u> | <u>2</u> | 2.667 | 3.000 | 0.471 |
| 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. | <u>1</u> | 0 | <u>2</u> | 0 | 1.333 | 2.000 | 0.943 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>3</u> | 0 | 2.000 | 2.000 | 0.000 |
| Impact on Learning: The candidate implements instruction based on best practices, assesses effectiveness of instruction | 0 | 0 | <u>1</u> | <u>2</u> | 2.667 | 3.000 | 0.471 |

| | | | | | | | |
|--|---|---|----------|----------|-------|-------|-------|
| for diverse learners with a range of strengths and needs, and reflects upon differentiation of subsequent instruction for all learners. | | | | | | | |
| 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. | 0 | 0 | <u>1</u> | <u>2</u> | 2.667 | 3.000 | 0.471 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>1</u> | <u>2</u> | 2.667 | 3.000 | 0.471 |
| Overall Dispositional Rating | 0 | 0 | <u>1</u> | <u>2</u> | 2.667 | 3.000 | 0.471 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.q

1 (33%) 2 (67%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.p

1 (33%) 2 (67%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

1 (33%) 2 (67%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching

3 (100%)

and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.o

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.

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

Overall Dispositional Rating



■ Unacceptable
 ■ Developing
 ■ Target
 ■ Exemplary

EDEC-4999 (Early Childhood Student Teaching)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|--|-------------------------|-----------------------|-------------------|----------------------|------|------|-------|
| | | | | | | | |

| | | | | | | | |
|---|---|---|-------------------|-------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 0 | 6 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | 6 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 6 | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 6 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 0 | 6 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | 6 | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | 6 | 3.000 | 3.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 0 | 6 | 3.000 | 3.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-10.I, INTASC-2013-10.m, INTASC-2013-3.q

6 (100%)

Respect for Student Diversity: The candidate demonstrates respect for and

6 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

6 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

6 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

6 (100%)

CAEP-ACC-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

Accepting and Implementing Feedback: The candidate seeks feedback on all aspects of her/his teaching, refining knowledge and skills that contribute to

6 (100%)

effectiveness as an educator.

CAEP-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9,
INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

6 (100%)

6 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-6640 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 0 | <u>1</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|--|---|---|---|-------------------|-------|-------|-------|
| 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. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.g

1 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.p

1 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

1 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

1 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9,
INTASC-2013-9.o

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.

1 (100%)

CAEP-ACC-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

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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

1 (100%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9,
INTASC-2013-4.p

Overall Dispositional Rating

1 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-6641 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|--|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| Respect for Student Diversity: The candidate demonstrates respect for and valuing of learners with a range of strengths | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|---|---|---|-------------------|-------------------|-------|-------|-------|
| and needs from diverse races/ethnicities, cultures, socioeconomic back-grounds, languages, sexual orientations, genders, and gender identities. | | | | | | | |
| 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. | 0 | 0 | 1 | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 1 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 1 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 1 | 0 | 2.000 | 2.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

1 (100%)

CAEP-ACC-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.g

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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

1 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

1 (100%)

CAEP-ACC-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

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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for

1 (100%)

learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

1 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-6650 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 0 | <u>1</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>1</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | <u>1</u> | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|------------------------------|---|---|---|-------------------|-------|-------|-------|
| Overall Dispositional Rating | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
|------------------------------|---|---|---|-------------------|-------|-------|-------|

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

1 (100%)

CAEP-ACC-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

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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

1 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

Impact on Learning: The candidate implements instruction based on best

1 (100%)

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.

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

1 (100%)

1 (100%)

1 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-6651 (Early Childhood Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 1 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 1 | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|----------|----------|---|-------|-------|-------|
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>1</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.q

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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

1 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.o

1 (100%)

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.

CAEP-ACC-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.l

1 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

1 (100%)

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

1 (100%)

Overall Dispositional Rating

1 (100%)

Unacceptable

Developing

Target

Exemplary

EDUC-2310

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | <u>6</u> | <u>9</u> | <u>3</u> | 1.833 | 2.000 | 0.687 |
| 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. | 0 | <u>6</u> | <u>8</u> | <u>4</u> | 1.889 | 2.000 | 0.737 |
| 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. | <u>4</u> | 0 | <u>14</u> | 0 | 1.556 | 2.000 | 0.831 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>16</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>14</u> | <u>3</u> | <u>1</u> | 1.278 | 1.000 | 0.558 |
| 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. | 0 | <u>6</u> | <u>3</u> | <u>9</u> | 2.167 | 3.000 | 0.898 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>6</u> | <u>9</u> | <u>3</u> | 1.833 | 2.000 | 0.687 |
| Overall Dispositional Rating | 0 | <u>6</u> | <u>9</u> | <u>3</u> | 1.833 | 2.000 | 0.687 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to

6 (33%)

9 (50%)

3 (17%)

develop enhanced learning opportunities for all learners.

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.



CAEP-ACC-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

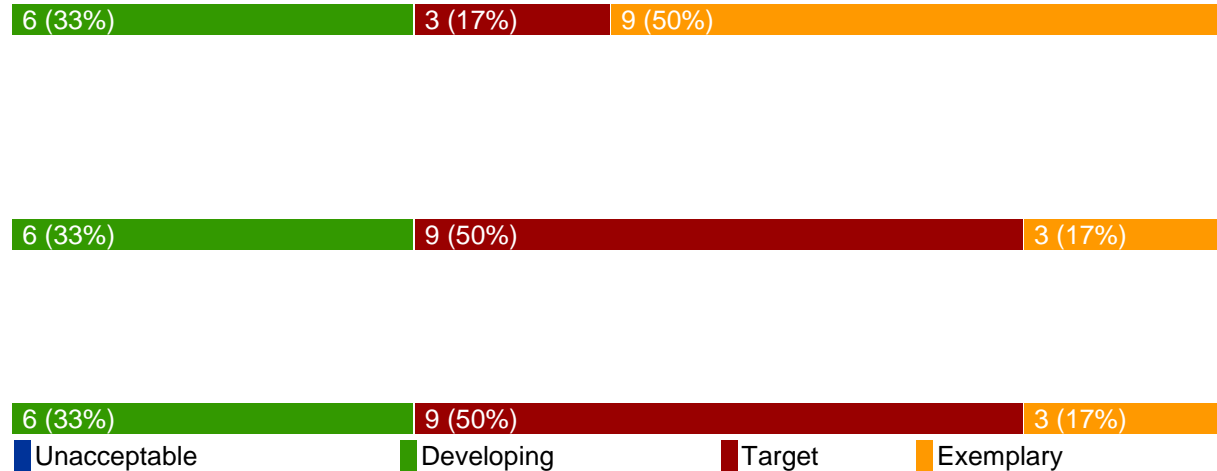
Accepting and Implementing Feedback: The candidate seeks feedback on all aspects of her/his teaching, refining knowledge and skills that contribute to effectiveness as an educator.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating



EDUC-2330

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | <u>1</u> | <u>3</u> | <u>4</u> | <u>1</u> | 1.556 | 2.000 | 0.831 |
| 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. | 0 | <u>4</u> | <u>4</u> | <u>1</u> | 1.667 | 2.000 | 0.667 |
| 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. | <u>2</u> | 0 | <u>7</u> | 0 | 1.556 | 2.000 | 0.831 |

| | | | | | | | |
|---|---|----------|----------|----------|-------|-------|-------|
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>5</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>7</u> | <u>1</u> | <u>1</u> | 1.333 | 1.000 | 0.667 |
| 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. | 0 | <u>3</u> | <u>4</u> | <u>2</u> | 1.889 | 2.000 | 0.737 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>3</u> | <u>5</u> | <u>1</u> | 1.778 | 2.000 | 0.629 |
| Overall Dispositional Rating | 0 | <u>3</u> | <u>5</u> | <u>1</u> | 1.778 | 2.000 | 0.629 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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



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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

CAEP-ACC-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

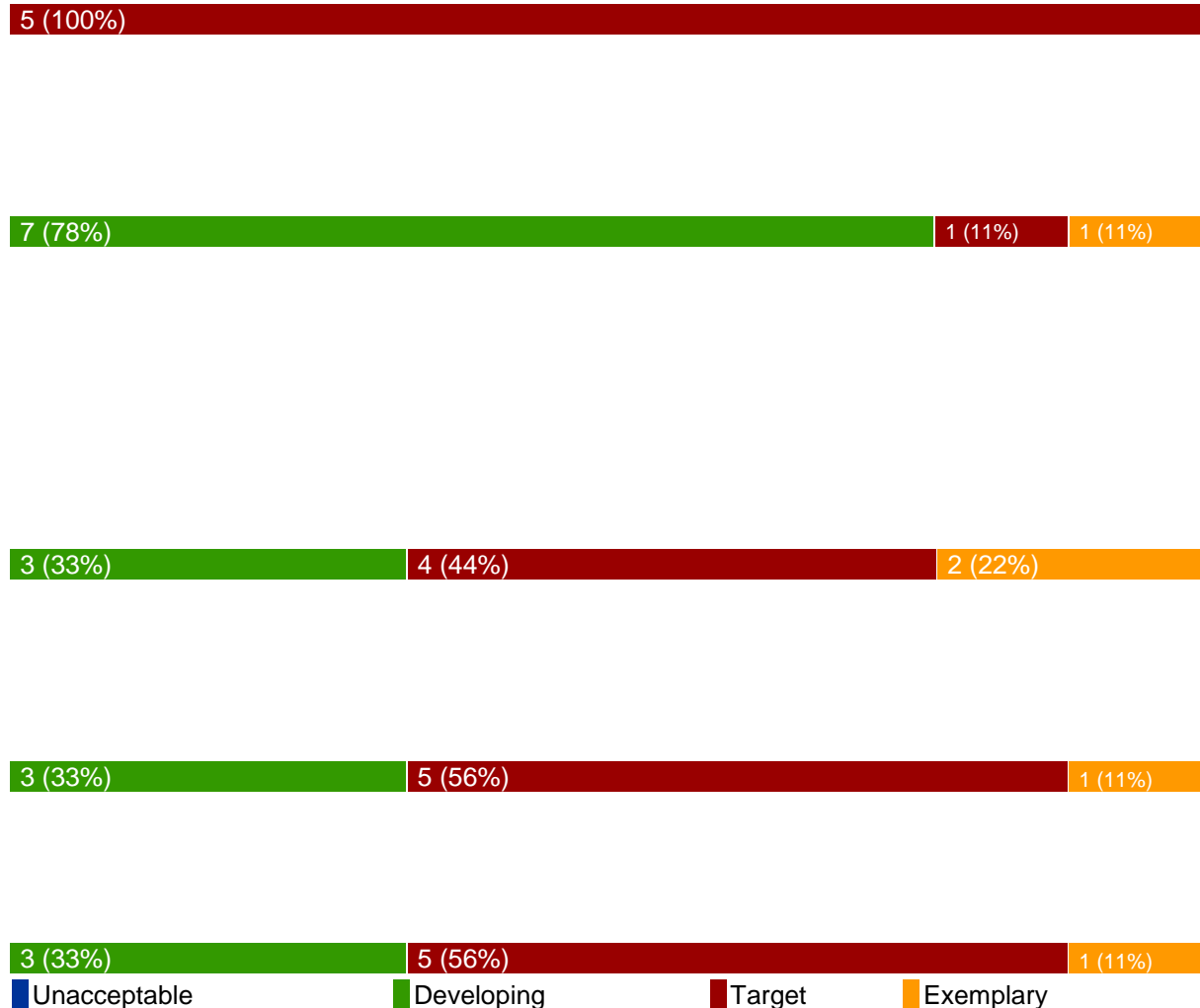
Accepting and Implementing Feedback: The candidate seeks feedback on all aspects of her/his teaching, refining knowledge and skills that contribute to effectiveness as an educator.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating



EDUC-3440**Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs**

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|---------------------------------|-------------------------------|---------------------------|------------------------------|-------------|-------------|--------------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | <u>8</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | <u>8</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>8</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | <u>4</u> | <u>4</u> | 0 | 1.500 | 2.000 | 0.500 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | <u>1</u> | <u>1</u> | <u>6</u> | 0 | 1.625 | 2.000 | 0.696 |
| Overall Dispositional Rating | 0 | <u>2</u> | <u>6</u> | 0 | 1.750 | 2.000 | 0.433 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

8 (100%)

CAEP-ACC-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

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.

8 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

8 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

8 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

8 (100%)

CAEP-ACC-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.l

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

4 (50%) 4 (50%)

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

1 (12.5%) 1 (12.5%) 6 (75%)

Overall Dispositional Rating

2 (25%) 6 (75%)

Unacceptable

Developing

Target

Exemplary

EDCP-2101 (Instructional Technology)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|--------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 29 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | 29 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | 0 | 29 | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 29 | 0 | 2.000 | 2.000 | 0.000 |
| 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 | 3 | 26 | 0 | 0 | 0.897 | 1.000 | 0.305 |

| | | | | | | | |
|--|-------------------|--------------------|-------------------|---|-------|-------|-------|
| reflects upon differentiation of subsequent instruction for all learners. | | | | | | | |
| 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. | 0 | 29 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 1 | 27 | 1 | 0 | 1.000 | 1.000 | 0.263 |
| Overall Dispositional Rating | 0 | 29 | 0 | 0 | 1.000 | 1.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-10.i, INTASC-2013-10.m, INTASC-2013-3.q

29 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

29 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

29 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

CAEP-ACC-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.l

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

29 (100%)

3 (10%) 26 (90%)

29 (100%)

1 (3%) 27 (93%) 1 (3%)

29 (100%)

Unacceptable Developing Target Exemplary

EDUC-4340 (SECONDARY SCIENCE)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

2 (100%)

CAEP-ACC-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

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.

2 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

2 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

2 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

2 (100%)

CAEP-ACC-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.l

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

2 (100%)

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

2 (100%)

Overall Dispositional Rating

2 (100%)

Unacceptable

Developing

Target

Exemplary

EDUC-4370 (SECONDARY MATHEMATICS)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 5 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | 0 | 5 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 5 | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 5 | 0 | 2.000 | 2.000 | 0.000 |
| Impact on Learning: The candidate implements instruction based on best practices, assesses effectiveness of instruction | 0 | 0 | 5 | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|--|---|---|----------|---|-------|-------|-------|
| for diverse learners with a range of strengths and needs, and reflects upon differentiation of subsequent instruction for all learners. | | | | | | | |
| 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. | 0 | 0 | <u>5</u> | 0 | 2.000 | 2.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>5</u> | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | <u>5</u> | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-10.i, INTASC-2013-10.m, INTASC-2013-3.q

5 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

5 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

5 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

CAEP-ACC-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.l

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

5 (100%)

5 (100%)

5 (100%)

5 (100%)

5 (100%)

■ Unacceptable ■ Developing ■ Target ■ Exemplary

EDUC-4999 (Secondary English Student Teaching)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|--|-------------------------|-----------------------|-------------------|----------------------|------|------|-------|
| | | | | | | | |

| | | | | | | | |
|---|---|---|----------|----------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 0 | <u>1</u> | 3.000 | 3.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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

2 (100%)

Respect for Student Diversity: The candidate demonstrates respect for and

2 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

CAEP-ACC-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

Accepting and Implementing Feedback: The candidate seeks feedback on all aspects of her/his teaching, refining knowledge and skills that contribute to

2 (100%)

2 (100%)

2 (100%)

2 (100%)

effectiveness as an educator.

CAEP-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9,
INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

2 (100%)

1 (100%)

Unacceptable

Developing

Target

Exemplary

EDUC-4999 (Secondary Mathematics Student Teaching)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|--|---|---|---|-------------------|-------|-------|-------|
| 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. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-10.i, INTASC-2013-10.m, INTASC-2013-3.q

1 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

1 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

1 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and

1 (100%)

other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

1 (100%)

CAEP-ACC-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.l

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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

1 (100%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

1 (100%)

Unacceptable

Developing

Target

Exemplary

EDUC-6340 (SECONDARY SCIENCE)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|--|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|----------|-------|-------|-------|
| 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. | 0 | 0 | 0 | <u>1</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>1</u> | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>1</u> | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | <u>1</u> | 3.000 | 3.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 0 | <u>1</u> | 3.000 | 3.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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

1 (100%)

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,

1 (100%)

languages, sexual orientations, genders, and gender identities.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

CAEP-ACC-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.l

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

1 (100%)

1 (100%)

1 (100%)

1 (100%)

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

1 (100%)

1 (100%)

Unacceptable

Developing

Target

Exemplary

EDUC-6370 (SECONDARY MATHEMATICS)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | <u>3</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | 0 | <u>3</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>3</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>3</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>3</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>3</u> | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|---|-------------------|---|-------|-------|-------|
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 3 | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 3 | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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.g

3 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

3 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

3 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

3 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9,
INTASC-2013-9.j, INTASC-2013-9.o

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.

3 (100%)

CAEP-ACC-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.l

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.

3 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

3 (100%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

3 (100%)

Unacceptable

Developing

Target

Exemplary

EMED-3321 (Elementary and Middle Grades Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|--|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | <u>1</u> | <u>1</u> | <u>6</u> | 0 | 1.625 | 2.000 | 0.696 |
| Respect for Student Diversity: The candidate demonstrates respect for and valuing of learners with a range of strengths | 0 | <u>7</u> | <u>1</u> | 0 | 1.125 | 1.000 | 0.331 |

| | | | | | | | |
|---|----------|----------|----------|---|-------|-------|-------|
| and needs from diverse races/ethnicities, cultures, socioeconomic back-grounds, languages, sexual orientations, genders, and gender identities. | | | | | | | |
| 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. | <u>2</u> | 0 | <u>6</u> | 0 | 1.500 | 2.000 | 0.866 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | <u>1</u> | <u>6</u> | <u>1</u> | 0 | 1.000 | 1.000 | 0.500 |
| 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. | <u>1</u> | <u>5</u> | <u>2</u> | 0 | 1.125 | 1.000 | 0.599 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | <u>1</u> | <u>4</u> | <u>3</u> | 0 | 1.250 | 1.000 | 0.661 |
| Overall Dispositional Rating | <u>1</u> | <u>6</u> | <u>1</u> | 0 | 1.000 | 1.000 | 0.500 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-10.i, INTASC-2013-10.m, INTASC-2013-3.q

1 (12.5%) 1 (12.5%) 6 (75%)

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.

7 (87.5%) 1 (12.5%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

2 (25%) 6 (75%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

8 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

1 (12.5%) 6 (75%) 1 (12.5%)

CAEP-ACC-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

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.

1 (12.5%) 5 (62.5%) 2 (25%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for

1 (12.5%) 4 (50%) 3 (37.5%)

learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating



EMED-3333 (Elementary and Middle Grades Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | <u>1</u> | <u>7</u> | 0 | 0 | 0.875 | 1.000 | 0.331 |
| 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. | 0 | <u>8</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | <u>1</u> | 0 | <u>7</u> | 0 | 1.750 | 2.000 | 0.661 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>8</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | <u>1</u> | <u>7</u> | 0 | 1.875 | 2.000 | 0.331 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | <u>1</u> | <u>7</u> | 0 | 0 | 0.875 | 1.000 | 0.331 |

| | | | | | | | |
|------------------------------|-------------------|-------------------|---|---|-------|-------|-------|
| Overall Dispositional Rating | 1 | 7 | 0 | 0 | 0.875 | 1.000 | 0.331 |
|------------------------------|-------------------|-------------------|---|---|-------|-------|-------|

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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

1 (12.5%) 7 (87.5%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

8 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

1 (12.5%) 7 (87.5%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

8 (100%)

Impact on Learning: The candidate implements instruction based on best

8 (100%)

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.

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating



■ Unacceptable ■ Developing ■ Target ■ Exemplary

EMED-3420 (Elementary and Middle Grades Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>4</u> | <u>5</u> | 2.556 | 3.000 | 0.497 |
| 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. | 0 | 0 | <u>5</u> | <u>4</u> | 2.444 | 2.000 | 0.497 |

| | | | | | | | |
|---|----------|----------|----------|----------|-------|-------|-------|
| 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. | <u>1</u> | 0 | <u>3</u> | 0 | 1.500 | 2.000 | 0.866 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>2</u> | <u>1</u> | 2.333 | 2.000 | 0.471 |
| 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. | <u>1</u> | 0 | <u>3</u> | <u>4</u> | 2.250 | 3.000 | 0.968 |
| 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. | 0 | 0 | <u>7</u> | <u>2</u> | 2.222 | 2.000 | 0.416 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>1</u> | <u>4</u> | <u>4</u> | 2.333 | 2.000 | 0.667 |
| Overall Dispositional Rating | 0 | <u>1</u> | <u>5</u> | <u>3</u> | 2.222 | 2.000 | 0.629 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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.g

4 (44%)

5 (56%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d,

5 (56%)

4 (44%)

INTASC-2013-2.j, INTASC-2013-4.m,
INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9,
INTASC-2013-9.j, INTASC-2013-9.o

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.

CAEP-ACC-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.l

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

1 (25%) 3 (75%)

2 (67%) 1 (33%)

1 (12.5%) 3 (37.5%) 4 (50%)

7 (78%) 2 (22%)

1 (11%) 4 (44%) 4 (44%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9,
INTASC-2013-4.p, INTASC-2013-9.i
Overall Dispositional Rating



EMED-3425 (Elementary and Middle Grades Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | <u>4</u> | 0 | <u>4</u> | 0 | 1.000 | 2.000 | 1.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | <u>1</u> | 0 | <u>7</u> | 0 | 1.750 | 2.000 | 0.661 |
| 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. | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>1</u> | <u>7</u> | 0 | 1.875 | 2.000 | 0.331 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | <u>1</u> | 0 | <u>7</u> | 0 | 1.750 | 2.000 | 0.661 |
| Overall Dispositional Rating | <u>1</u> | 0 | <u>7</u> | 0 | 1.750 | 2.000 | 0.661 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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

8 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

8 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

4 (50%)

4 (50%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

1 (12.5%)

7 (87.5%)

Impact on Learning: The candidate implements instruction based on best practices, assesses effectiveness of instruction for diverse learners with a range

8 (100%)

of strengths and needs, and reflects upon differentiation of subsequent instruction for all learners.

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating



■ Unacceptable
 ■ Developing
 ■ Target
 ■ Exemplary

EMED-4402 (Elementary and Middle Grades Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|--------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 22 | 1 | 2.043 | 2.000 | 0.204 |
| 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. | 0 | 1 | 21 | 1 | 2.000 | 2.000 | 0.295 |
| Professional Judgment and Behavior: The candidate demonstrates professional judgment and behavior in preparation for, presentation to, and communication with | 0 | 0 | 22 | 1 | 2.043 | 2.000 | 0.204 |

| | | | | | | | |
|---|---|-------------------|--------------------|-------------------|-------|-------|-------|
| learners, other education professionals, parents/ guardians, and community members. | | | | | | | |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 22 | 1 | 2.043 | 2.000 | 0.204 |
| 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. | 0 | 2 | 20 | 1 | 1.957 | 2.000 | 0.359 |
| 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. | 0 | 0 | 22 | 1 | 2.043 | 2.000 | 0.204 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 22 | 1 | 2.043 | 2.000 | 0.204 |
| Overall Dispositional Rating | 0 | 0 | 22 | 1 | 2.043 | 2.000 | 0.204 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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

22 (96%)

1 (4%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

1 (4%) 21 (91.30%)

1 (4%)

Professional Judgment and Behavior: The candidate demonstrates professional

22 (96%)

1 (4%)

judgment and behavior in preparation for, presentation to, and communication with learners, other education professionals, parents/ guardians, and community members.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

CAEP-ACC-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.l

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

22 (96%) 1 (4%)

2 (9%) 20 (87%) 1 (4%)

22 (96%) 1 (4%)

22 (96%) 1 (4%)

22 (96%) 1 (4%)

■ Unacceptable

■ Developing

■ Target

■ Exemplary

EMED-4404 (Elementary and Middle Grades Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>22</u> | <u>1</u> | 2.043 | 2.000 | 0.204 |
| 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. | 0 | <u>1</u> | <u>21</u> | <u>1</u> | 2.000 | 2.000 | 0.295 |
| 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. | 0 | 0 | <u>22</u> | <u>1</u> | 2.043 | 2.000 | 0.204 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>22</u> | <u>1</u> | 2.043 | 2.000 | 0.204 |
| 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. | 0 | <u>2</u> | <u>20</u> | <u>1</u> | 1.957 | 2.000 | 0.359 |
| 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. | 0 | 0 | <u>22</u> | <u>1</u> | 2.043 | 2.000 | 0.204 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>22</u> | <u>1</u> | 2.043 | 2.000 | 0.204 |
| Overall Dispositional Rating | 0 | 0 | <u>22</u> | <u>1</u> | 2.043 | 2.000 | 0.204 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to

22 (96%)

1 (4%)

develop enhanced learning opportunities for all learners.

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.



CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating



Unacceptable Developing Target Exemplary

EMED-4405 (Elementary and Middle Grades Program)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|--------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|-------------------|--------------------|---|-------|-------|-------|
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 3 | 8 | 0 | 1.727 | 2.000 | 0.445 |
| 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. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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

11 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

11 (100%)

Professional Judgment and Behavior: The candidate demonstrates professional judgment and behavior in preparation for, presentation to, and communication with

11 (100%)

learners, other education professionals, parents/ guardians, and community members.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

11 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

3 (27%)

8 (73%)

CAEP-ACC-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

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.

11 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

11 (100%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

11 (100%)

Unacceptable

Developing

Target

Exemplary

EMED-4425 (Elementary and Middle Grades Program)**Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs**

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|---------------------------------|-------------------------------|---------------------------|------------------------------|-------------|-------------|--------------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 11 | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

11 (100%)

CAEP-ACC-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

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.

11 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

11 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

11 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

11 (100%)

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-1.k

Commitment to Learning: The candidate
demonstrates a continuing enthusiasm for
learning that transcends the biases of
personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9,
INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

11 (100%)

11 (100%)

11 (100%)

Unacceptable

Developing

Target

Exemplary

EMED-4999 (Elementary and Middle Grades Student Teaching)

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>1</u> | <u>6</u> | 2.857 | 3.000 | 0.350 |
| 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. | 0 | 0 | <u>1</u> | <u>6</u> | 2.857 | 3.000 | 0.350 |
| 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. | 0 | 0 | <u>7</u> | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|----------|-------|-------|-------|
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>7</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>2</u> | <u>5</u> | 2.714 | 3.000 | 0.452 |
| 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. | 0 | 0 | <u>1</u> | <u>6</u> | 2.857 | 3.000 | 0.350 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>1</u> | <u>6</u> | 2.857 | 3.000 | 0.350 |
| Overall Dispositional Rating | 0 | 0 | <u>1</u> | <u>6</u> | 2.857 | 3.000 | 0.350 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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

1 (14%) 6 (86%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

1 (14%) 6 (86%)

Professional Judgment and Behavior: The candidate demonstrates professional judgment and behavior in preparation for, presentation to, and communication with

7 (100%)

learners, other education professionals, parents/ guardians, and community members.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

7 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

2 (29%)

5 (71%)

CAEP-ACC-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

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.

1 (14%)

6 (86%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

1 (14%)

6 (86%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

1 (14%)

6 (86%)

Unacceptable

Developing

Target

Exemplary

SPED-6999 (Special Education Student Teaching)
Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 1 | 3 | 2.750 | 3.000 | 0.433 |
| 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. | 0 | 0 | 1 | 3 | 2.750 | 3.000 | 0.433 |
| 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. | 0 | 0 | 4 | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 4 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 1 | 3 | 2.750 | 3.000 | 0.433 |
| 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. | 0 | 0 | 0 | 4 | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | 4 | 3.000 | 3.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 1 | 3 | 2.750 | 3.000 | 0.433 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-

1 (25%)

3 (75%)

PTS-2012-9, INTASC-2013-1.c, INTASC-2013-10.i, INTASC-2013-10.m, INTASC-2013-3.q

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

CAEP-ACC-2013-2.3, IL-PTS-2012-2, IL-PTS-2012-3, IL-PTS-2012-5, IL-PTS-2012-

1 (25%) 3 (75%)

4 (100%)

4 (100%)

1 (25%) 3 (75%)

6, IL-PTS-2012-7, INTASC-2013-1.b,
INTASC-2013-9.i

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-1.k

Commitment to Learning: The candidate
demonstrates a continuing enthusiasm for
learning that transcends the biases of
personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9,
INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

4 (100%)

4 (100%)

1 (25%)

3 (75%)

Unacceptable

Developing

Target

Exemplary

ADVANCED

EDUC-6100

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|-----------------------------------|---|-------------------------------|---------------------------------|-------|-------|-------|
| 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. | 0 | 0 | <u>4</u> | <u>4</u> | 3.500 | 4.000 | 0.500 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | <u>7</u> | <u>1</u> | 3.125 | 3.000 | 0.331 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | <u>1</u> | <u>7</u> | 0 | 2.875 | 3.000 | 0.331 |

| | | | | | | | |
|---|---|----------|----------|----------|-------|-------|-------|
| 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. | 0 | 0 | <u>6</u> | <u>2</u> | 3.250 | 3.000 | 0.433 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | <u>1</u> | <u>5</u> | <u>2</u> | 3.125 | 3.000 | 0.599 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>4</u> | <u>4</u> | 3.500 | 4.000 | 0.500 |

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

4 (50%)

4 (50%)

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

7 (87.5%)

1 (12.5%)

Commitment to Collaboration Definition: An ability to establish and maintain 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

1 (12.5%)

7 (87.5%)

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

6 (75%)

2 (25%)

her/his learning.

CAEP-2016-A.1.1, INTASC-2013-2

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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



Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

EDUC-8463

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | 4 | 4 | 3.500 | 4.000 | 0.500 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | 7 | 1 | 3.125 | 3.000 | 0.331 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 1 | 7 | 0 | 2.875 | 3.000 | 0.331 |

| | | | | | | | |
|---|---|----------|----------|----------|-------|-------|-------|
| 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. | 0 | 0 | <u>6</u> | <u>2</u> | 3.250 | 3.000 | 0.433 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | <u>1</u> | <u>5</u> | <u>2</u> | 3.125 | 3.000 | 0.599 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>4</u> | <u>4</u> | 3.500 | 4.000 | 0.500 |

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

4 (50%) 4 (50%)

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

7 (87.5%) 1 (12.5%)

Commitment to Collaboration Definition: An ability to establish and maintain 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

1 (12.5%) 7 (87.5%)

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

6 (75%) 2 (25%)

her/his learning.

CAEP-2016-A.1.1, INTASC-2013-2

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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



Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

EDUC-8999

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | <u>2</u> | <u>1</u> | 3.333 | 3.000 | 0.471 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | <u>1</u> | <u>1</u> | <u>1</u> | 3.000 | 4.000 | 0.816 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | <u>2</u> | <u>1</u> | 3.333 | 3.000 | 0.471 |

| | | | | | | | |
|---|---|----------|----------|----------|-------|-------|-------|
| 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. | 0 | 0 | <u>1</u> | <u>2</u> | 3.667 | 4.000 | 0.471 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | <u>1</u> | <u>1</u> | <u>1</u> | 3.000 | 4.000 | 0.816 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>1</u> | <u>2</u> | 3.667 | 4.000 | 0.471 |

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

2 (67%)

1 (33%)

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

1 (33%)

1 (33%)

1 (33%)

Commitment to Collaboration Definition: An ability to establish and maintain 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

2 (67%)

1 (33%)

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

1 (33%)

2 (67%)

her/his learning.

CAEP-2016-A.1.1, INTASC-2013-2

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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



Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

SPED-8200 (Special Education)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|---|-------|-------|-------|
| 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. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |

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

3 (100%)

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

3 (100%)

Commitment to Collaboration Definition: An ability to establish and maintain 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

3 (100%)

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

3 (100%)

her/his learning.

CAEP-2016-A.1.1, INTASC-2013-2

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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

3 (100%)

3 (100%)

Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

SPED-8350 (Special Education)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|---|-------|-------|-------|
| 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. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |

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

3 (100%)

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

3 (100%)

Commitment to Collaboration Definition: An ability to establish and maintain 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

3 (100%)

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

3 (100%)

her/his learning.

CAEP-2016-A.1.1, INTASC-2013-2

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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

3 (100%)

3 (100%)

Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

SPED-8400 (Special Education)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|---|-------|-------|-------|
| community members, and other stakeholders with the goal of promoting student learning and development. | | | | | | | |
| 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. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |

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.

2 (100%)

CAEP-2016-A.1.1

Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success.

2 (100%)

CAEP-2016-A.1.1

Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development.

2 (100%)

CAEP-2016-A.1.1

Appreciation of Diversity Definition: An understanding of and respect for the full

2 (100%)

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

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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

2 (100%)

2 (100%)

Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

SPED-8500 (Special Education)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|---|-------|-------|-------|
| community members, and other stakeholders with the goal of promoting student learning and development. | | | | | | | |
| 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. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>3</u> | 0 | 3.000 | 3.000 | 0.000 |

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.

3 (100%)

CAEP-2016-A.1.1

Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success.

3 (100%)

CAEP-2016-A.1.1

Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development.

3 (100%)

CAEP-2016-A.1.1

Appreciation of Diversity Definition: An understanding of and respect for the full

3 (100%)

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

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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

3 (100%)

3 (100%)

Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

SPED-8619 (Special Education)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | <u>1</u> | <u>1</u> | <u>3</u> | 3.400 | 4.000 | 0.800 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | <u>1</u> | 0 | <u>3</u> | <u>1</u> | 2.800 | 3.000 | 0.980 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with | 0 | <u>2</u> | <u>3</u> | 0 | 2.600 | 3.000 | 0.490 |

| | | | | | | | |
|---|----------|----------|----------|----------|-------|-------|-------|
| colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | | | | | | | |
| 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. | 0 | <u>1</u> | <u>3</u> | <u>1</u> | 3.000 | 3.000 | 0.632 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | <u>1</u> | <u>1</u> | <u>3</u> | 0 | 2.400 | 3.000 | 0.800 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>3</u> | <u>1</u> | 3.250 | 3.000 | 0.433 |

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



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



Commitment to Collaboration Definition: An ability to establish and maintain 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



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

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.



CAEP-2016-A.1.1

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

■ Far Below Standards
 ■ Below Standards (Developing)
 ■ Meets Standards
 ■ Exceeds Standards

SPED-8805 (Special Education)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | <u>1</u> | 0 | 3.000 | 3.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | <u>1</u> | 0 | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|---|---|---|-------------------|---|-------|-------|-------|
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | 1 | 0 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 1 | 0 | 3.000 | 3.000 | 0.000 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | 1 | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | 1 | 0 | 3.000 | 3.000 | 0.000 |

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

1 (100%)

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

1 (100%)

Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting

1 (100%)

student learning and development.

CAEP-2016-A.1.1

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.

1 (100%)

CAEP-2016-A.1.1, INTASC-2013-2

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

1 (100%)

CAEP-2016-A.1.1

Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities.

1 (100%)

CAEP-2016-A.1.1

Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

SPED-8963 (Special Education)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | 2 | 0 | 3.000 | 3.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in | 0 | 0 | 2 | 0 | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|---|-------|-------|-------|
| professional self-development and activities that promote student success. | | | | | | | |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |

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.

2 (100%)

CAEP-2016-A.1.1

Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success.

2 (100%)

CAEP-2016-A.1.1

Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other

2 (100%)

stakeholders with the goal of promoting student learning and development.

CAEP-2016-A.1.1

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.

2 (100%)

CAEP-2016-A.1.1, INTASC-2013-2

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

2 (100%)

CAEP-2016-A.1.1

Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities.

2 (100%)

CAEP-2016-A.1.1

Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

SPED-8999 (Special Education)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|---|-------|-------|-------|
| professional self-development and activities that promote student success. | | | | | | | |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>2</u> | 0 | 3.000 | 3.000 | 0.000 |

thical 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

2 (100%)

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

2 (100%)

Commitment to Collaboration Definition: An ability to establish and maintain 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

2 (100%)

Appreciation of Diversity Definition: An understanding of and respect for the full range of student diversity and how the strengths and needs of

2 (100%)

each student affect her/his learning.

CAEP-2016-A.1.1, INTASC-2013-2

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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

2 (100%)

2 (100%)

Far Below
Standards

Below Standards
(Developing)

Meets
Standards

Exceeds
Standards

EDAD-7729 (Principal Program)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|-----------------------------------|---|-------------------------------|---------------------------------|-------|-------|-------|
| 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. | 0 | 0 | 0 | <u>2</u> | 4.000 | 4.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | <u>1</u> | <u>1</u> | 3.500 | 4.000 | 0.500 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | <u>1</u> | <u>1</u> | 3.500 | 4.000 | 0.500 |
| 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. | 0 | 0 | 0 | <u>2</u> | 4.000 | 4.000 | 0.000 |

| | | | | | | | |
|---|---|---|-------------------|-------------------|-------|-------|-------|
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | 1 | 1 | 3.500 | 4.000 | 0.500 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | 1 | 1 | 3.500 | 4.000 | 0.500 |

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

2 (100%)

Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success.

1 (50%)

1 (50%)

CAEP-2016-A.1.1
Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development.

1 (50%)

1 (50%)

CAEP-2016-A.1.1
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.

2 (100%)

CAEP-2016-A.1.1, INTASC-2013-2
Habits of Mind for Reasoned Eclecticism Definition: The habit of implementing

1 (50%)

1 (50%)

research-based instruction, interventions, and/or clinical practices and making adjustments therein when change is supported by empirical evidence (qualitative and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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



■ Far Below Standards
 ■ Below Standards (Developing)
 ■ Meets Standards
 ■ Exceeds Standards

EDAD-7803 (Principal Program)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | 0 | 32 | 4.000 | 4.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | 0 | 32 | 4.000 | 4.000 | 0.000 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | 0 | 32 | 4.000 | 4.000 | 0.000 |
| 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. | 0 | 0 | 0 | 32 | 4.000 | 4.000 | 0.000 |

| | | | | | | | |
|---|---|---|---|--------------------|-------|-------|-------|
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | 0 | 32 | 4.000 | 4.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | 0 | 32 | 4.000 | 4.000 | 0.000 |

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

32 (100%)

Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success.

32 (100%)

CAEP-2016-A.1.1
Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development.

32 (100%)

CAEP-2016-A.1.1
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.

32 (100%)

CAEP-2016-A.1.1, INTASC-2013-2
Habits of Mind for Reasoned Eclecticism Definition: The habit of implementing

32 (100%)

research-based instruction, interventions, and/or clinical practices and making adjustments therein when change is supported by empirical evidence (qualitative and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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

32 (100%)

Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

EDAD-7804 (Principal Program)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | <u>20</u> | <u>12</u> | 3.375 | 3.000 | 0.484 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | <u>1</u> | <u>4</u> | <u>27</u> | 3.812 | 4.000 | 0.464 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | <u>4</u> | <u>28</u> | 3.875 | 4.000 | 0.331 |
| 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. | 0 | 0 | <u>2</u> | <u>30</u> | 3.938 | 4.000 | 0.242 |

| | | | | | | | |
|---|---|---|----------|-----------|-------|-------|-------|
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | <u>3</u> | <u>29</u> | 3.906 | 4.000 | 0.291 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>3</u> | <u>29</u> | 3.906 | 4.000 | 0.291 |

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



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



Commitment to Collaboration Definition: An ability to establish and maintain 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



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



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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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



■ Far Below Standards
 ■ Below Standards (Developing)
 ■ Meets Standards
 ■ Exceeds Standards

EDAD-8202 (Principal Program)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | <u>11</u> | <u>24</u> | 3.686 | 4.000 | 0.464 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | <u>7</u> | <u>28</u> | 3.800 | 4.000 | 0.400 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | <u>5</u> | <u>30</u> | 3.857 | 4.000 | 0.350 |
| 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. | 0 | 0 | <u>3</u> | <u>32</u> | 3.914 | 4.000 | 0.280 |

| | | | | | | | |
|---|---|---|----------|-----------|-------|-------|-------|
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | <u>2</u> | <u>33</u> | 3.943 | 4.000 | 0.232 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | <u>5</u> | <u>30</u> | 3.857 | 4.000 | 0.350 |

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

11 (31%) 24 (69%)

Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success.

7 (20%) 28 (80%)

CAEP-2016-A.1.1
Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development.

5 (14%) 30 (86%)

CAEP-2016-A.1.1
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.

3 (9%) 32 (91%)

CAEP-2016-A.1.1, INTASC-2013-2
Habits of Mind for Reasoned Eclecticism Definition: The habit of implementing

2 (6%) 33 (94%)

research-based instruction, interventions, and/or clinical practices and making adjustments therein when change is supported by empirical evidence (qualitative and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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



Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

EDAD-8846 (Principal Program)

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | 0 | <u>2</u> | 4.000 | 4.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | 0 | <u>2</u> | 4.000 | 4.000 | 0.000 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | 0 | <u>2</u> | 4.000 | 4.000 | 0.000 |
| Appreciation of Diversity Definition: An understanding of and respect for the full range of student diversity and | 0 | 0 | 0 | <u>2</u> | 4.000 | 4.000 | 0.000 |

| | | | | | | | |
|---|---|---|---|----------|-------|-------|-------|
| how the strengths and needs of each student affect her/his learning. | | | | | | | |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | 0 | <u>2</u> | 4.000 | 4.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | 0 | <u>2</u> | 4.000 | 4.000 | 0.000 |

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

2 (100%)

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

2 (100%)

Commitment to Collaboration Definition: An ability to establish and maintain 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

2 (100%)

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

2 (100%)

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

2 (100%)

CAEP-2016-A.1.1

Commitment to Professional Growth
 Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities.

2 (100%)

CAEP-2016-A.1.1

Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

EPPU Dispositions Report Summer 2017

Note: All courses with one candidate are in programs in which teach-outs have been implemented.

Initial Programs

EDCP2101

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|--------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 10 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | 10 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Professional Judgment and Behavior: The candidate demonstrates professional judgment and behavior in | 0 | 0 | 10 | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|--------------------|--------------------|---|-------|-------|-------|
| preparation for, presentation to, and communication with learners, other education professionals, parents/ guardians, and community members. | | | | | | | |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 10 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 10 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| 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. | 0 | 10 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 10 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Overall Dispositional Rating | 0 | 10 | 0 | 0 | 1.000 | 1.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

10 (100%)

CAEP-ACC-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

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.

10 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

10 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

10 (100%)

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.

CAEP-ACC-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.l

10 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

10 (100%)

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

10 (100%)

Overall Dispositional Rating

10 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-3310

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 0 | <u>2</u> | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | <u>2</u> | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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

2 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

2 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

2 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

2 (100%)

Impact on Learning: The candidate implements instruction based on best practices, assesses effectiveness of instruction for diverse learners with a range

2 (100%)

of strengths and needs, and reflects upon differentiation of subsequent instruction for all learners.

CAEP-ACC-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

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating

2 (100%)

2 (100%)

2 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-3310

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | <u>3</u> | <u>1</u> | <u>4</u> | 2.125 | 3.000 | 0.927 |
| 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. | 0 | <u>3</u> | 0 | <u>5</u> | 2.250 | 3.000 | 0.968 |
| Professional Judgment and Behavior: The candidate demonstrates professional judgment and behavior in preparation for, presentation to, and communication with | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|----------|----------|----------|-------|-------|-------|
| learners, other education professionals, parents/ guardians, and community members. | | | | | | | |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>8</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>3</u> | 0 | <u>5</u> | 2.250 | 3.000 | 0.968 |
| 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. | 0 | <u>2</u> | <u>2</u> | <u>4</u> | 2.250 | 3.000 | 0.829 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>3</u> | <u>1</u> | <u>4</u> | 2.125 | 3.000 | 0.927 |
| Overall Dispositional Rating | 0 | 0 | <u>3</u> | <u>5</u> | 2.625 | 3.000 | 0.484 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.q

3 (37.5%) 1 (12.5%) 4 (50%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.p

3 (37.5%) 5 (62.5%)

Professional Judgment and Behavior: The candidate demonstrates professional judgment and behavior in preparation for, presentation to, and communication with

8 (100%)

learners, other education professionals, parents/ guardians, and community members.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.o

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.

CAEP-ACC-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

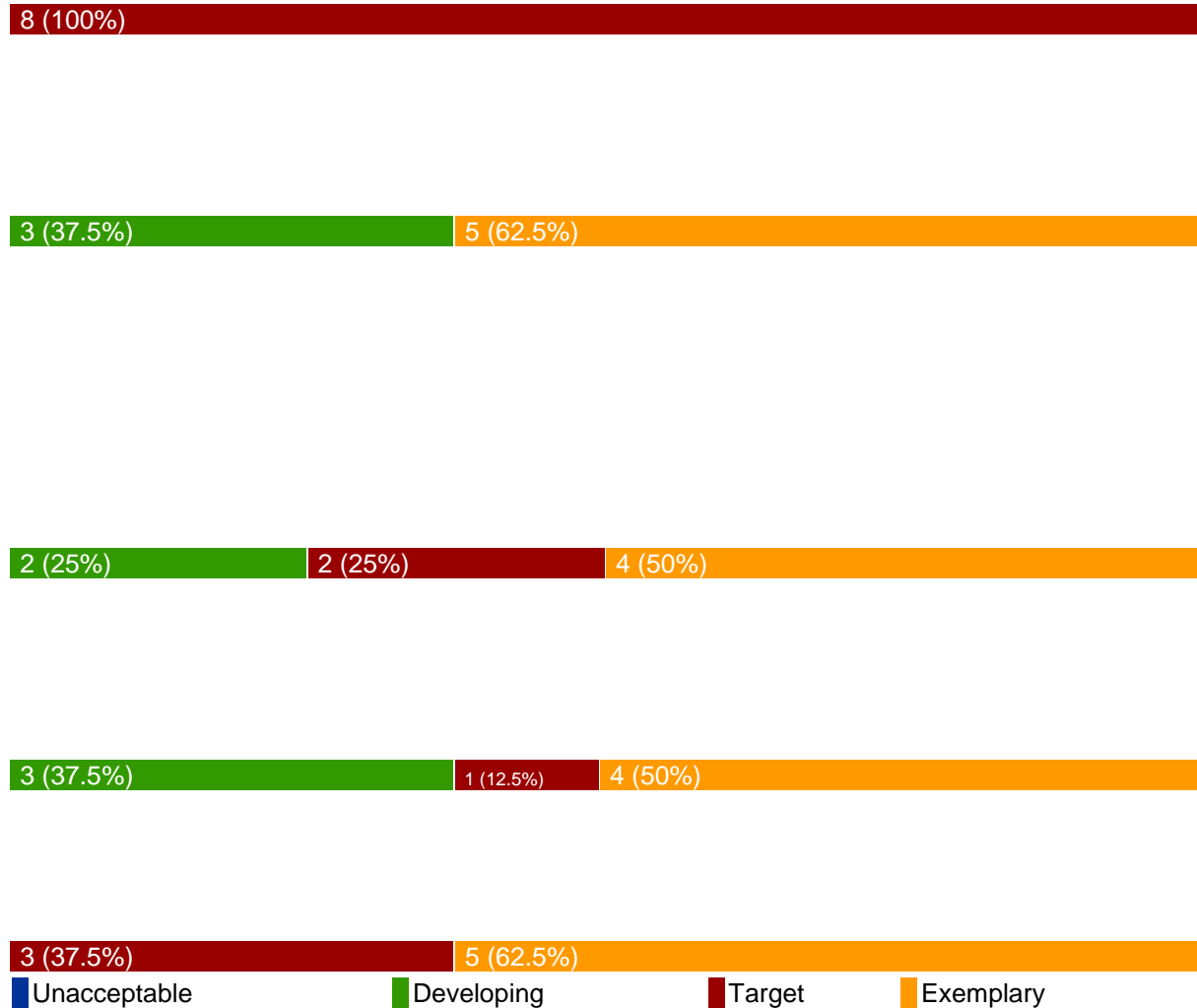
Accepting and Implementing Feedback: The candidate seeks feedback on all aspects of her/his teaching, refining knowledge and skills that contribute to effectiveness as an educator.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

Overall Dispositional Rating



EDEC-4430**Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs**

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|---------------------------------|-------------------------------|---------------------------|------------------------------|-------------|-------------|--------------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | <u>3</u> | <u>8</u> | 0 | 1.727 | 2.000 | 0.445 |
| 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. | 0 | <u>3</u> | <u>8</u> | 0 | 1.727 | 2.000 | 0.445 |
| 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. | <u>1</u> | 0 | <u>10</u> | 0 | 1.818 | 2.000 | 0.575 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>11</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>3</u> | <u>8</u> | 0 | 1.727 | 2.000 | 0.445 |
| 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. | 0 | <u>3</u> | <u>8</u> | 0 | 1.727 | 2.000 | 0.445 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>4</u> | <u>7</u> | 0 | 1.636 | 2.000 | 0.481 |
| Overall Dispositional Rating | 0 | <u>4</u> | <u>7</u> | 0 | 1.636 | 2.000 | 0.481 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

3 (27%)

8 (73%)

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-

PTS-2012-9, INTASC-2013-1.c, INTASC-2013-10.i, INTASC-2013-10.m, INTASC-2013-3.q

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

CAEP-ACC-2013-2.3, IL-PTS-2012-2, IL-PTS-2012-3, IL-PTS-2012-5, IL-PTS-2012-

| | |
|---------|---------|
| 3 (27%) | 8 (73%) |
|---------|---------|

| | |
|--------|----------|
| 1 (9%) | 10 (91%) |
|--------|----------|

| |
|-----------|
| 11 (100%) |
|-----------|

| | |
|---------|---------|
| 3 (27%) | 8 (73%) |
|---------|---------|

6, IL-PTS-2012-7, INTASC-2013-1.b,
INTASC-2013-9.i

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9,
INTASC-2013-1.k

Commitment to Learning: The candidate
demonstrates a continuing enthusiasm for
learning that transcends the biases of
personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9,
INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating



■ Unacceptable ■ Developing ■ Target ■ Exemplary

EDEC-4460

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>3</u> | <u>11</u> | 2.786 | 3.000 | 0.410 |
| 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. | 0 | 0 | <u>2</u> | <u>12</u> | 2.857 | 3.000 | 0.350 |
| 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. | 0 | 0 | <u>14</u> | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|---|--------------------|--------------------|-------|-------|-------|
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 14 | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | 3 | 11 | 2.786 | 3.000 | 0.410 |
| 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. | 0 | 0 | 2 | 12 | 2.857 | 3.000 | 0.350 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 1 | 13 | 2.929 | 3.000 | 0.258 |
| Overall Dispositional Rating | 0 | 0 | 2 | 12 | 2.857 | 3.000 | 0.350 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.q

3 (21%) 11 (79%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.p

2 (14%) 12 (86%)

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

14 (100%)

members.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

14 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.o

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.

3 (21%)

11 (79%)

CAEP-ACC-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

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.

2 (14%)

12 (86%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

1 (7%)

13 (93%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

Overall Dispositional Rating

2 (14%)

12 (86%)

Unacceptable

Developing

Target

Exemplary

EDEC-4899

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|---------------------------------|-------------------------------|---------------------------|------------------------------|-------------|-------------|--------------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| 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. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 0 | 1 | 3.000 | 3.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.q

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.p

1 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

1 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.o

1 (100%)

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.

CAEP-ACC-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

1 (100%)

Accepting and Implementing Feedback: The candidate seeks feedback on all aspects of her/his teaching, refining

1 (100%)

knowledge and skills that contribute to effectiveness as an educator.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

Overall Dispositional Rating

1 (100%)

1 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-7780

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|--|---|-------------------|-------------------|---|-------|-------|-------|
| 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. | 0 | 1 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 1 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 1 | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.g

1 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.p

1 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

1 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

1 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9,
INTASC-2013-9.o

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.

1 (100%)

CAEP-ACC-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.l

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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

1 (100%)

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

Overall Dispositional Rating

1 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-8830

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|--|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|----------|----------|---|-------|-------|-------|
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>1</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | <u>1</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.g

1 (100%)

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,

1 (100%)

and gender identities.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

1 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.o

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.

1 (100%)

CAEP-ACC-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

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.

1 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for

1 (100%)

learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

Overall Dispositional Rating

1 (100%)

Unacceptable

Developing

Target

Exemplary

EDEC-8860

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>1</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | <u>1</u> | 0 | 0 | 1.000 | 1.000 | 0.000 |

| | | | | | | | |
|---|---|-------------------|-------------------|---|-------|-------|-------|
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 1 | 0 | 0 | 1.000 | 1.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | 1 | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-2013-3.3, IL-PTS-2012-8, IL-PTS-2012-9, INTASC-2013-1.c, INTASC-2013-3.q

1 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-4.p

1 (100%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

1 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.o

1 (100%)

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.

CAEP-ACC-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

1 (100%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

1 (100%)

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.

CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p

1 (100%)

Overall Dispositional Rating

1 (100%)

■ Unacceptable ■ Developing ■ Target ■ Exemplary

EMED-4457

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|--|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Respect for Student Diversity: The candidate demonstrates respect for and valuing of learners with a range of strengths | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |

| | | | | | | | |
|---|---|---|----------|----------|-------|-------|-------|
| and needs from diverse races/ethnicities, cultures, socioeconomic back-grounds, languages, sexual orientations, genders, and gender identities. | | | | | | | |
| 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. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>3</u> | <u>1</u> | 2.250 | 2.000 | 0.433 |
| 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. | 0 | 0 | <u>1</u> | <u>3</u> | 2.750 | 3.000 | 0.433 |
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |
| Overall Dispositional Rating | 0 | 0 | <u>4</u> | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

4 (100%)

CAEP-ACC-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.g

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.

4 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.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.

4 (100%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

4 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9, INTASC-2013-9.j, INTASC-2013-9.o

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.

3 (75%)

1 (25%)

CAEP-ACC-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

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.

1 (25%)

3 (75%)

CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for

4 (100%)

learning that transcends the biases of personal frames of reference.
 CAEP-ACC-2013-1.2, IL-PTS-2012-9,
 INTASC-2013-4.p, INTASC-2013-9.i
 Overall Dispositional Rating

4 (100%)

Unacceptable

Developing

Target

Exemplary

EMED-6457

Rubric: EPPU Dispositions Assessment for Initial Educator Preparation Programs

| | Unacceptable (0 pts) | Developing (1 pts) | Target (2 pts) | Exemplary (3 pts) | Mean | Mode | Stdev |
|---|-------------------------|-----------------------|-------------------|----------------------|-------|-------|-------|
| Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners. | 0 | <u>1</u> | <u>4</u> | 0 | 1.800 | 2.000 | 0.400 |
| 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. | 0 | <u>1</u> | <u>4</u> | 0 | 1.800 | 2.000 | 0.400 |
| 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. | 0 | 0 | <u>5</u> | 0 | 2.000 | 2.000 | 0.000 |
| Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community. | 0 | 0 | <u>5</u> | 0 | 2.000 | 2.000 | 0.000 |
| 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. | 0 | 0 | <u>3</u> | <u>2</u> | 2.400 | 2.000 | 0.490 |
| 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. | 0 | 0 | <u>2</u> | <u>3</u> | 2.600 | 3.000 | 0.490 |

| | | | | | | | |
|---|---|-------------------|-------------------|-------------------|-------|-------|-------|
| Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference. | 0 | 1 | 3 | 1 | 2.000 | 2.000 | 0.632 |
| Overall Dispositional Rating | 0 | 0 | 5 | 0 | 2.000 | 2.000 | 0.000 |

Collaboration: The candidate cooperates with other educational professionals, parents/ guardians, and the community to develop enhanced learning opportunities for all learners.

CAEP-ACC-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.g

1 (20%) 4 (80%)

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.

CAEP-ACC-2013-3.3, IL-PTS-2012-1, INTASC-2013-1.h, INTASC-2013-2.d, INTASC-2013-2.j, INTASC-2013-4.m, INTASC-2013-4.p

1 (20%) 4 (80%)

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-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-7.p

5 (100%)

Ethical Behavior: The candidate demonstrates ethical behavior in teaching and other interactions with learners and other members of the school/ university community.

5 (100%)

CAEP-ACC-2013-3.6, IL-PTS-2012-9,
INTASC-2013-9.j, INTASC-2013-9.o

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.



CAEP-ACC-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.l

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.



CAEP-ACC-2013-3.3, IL-PTS-2012-9, INTASC-2013-1.k

Commitment to Learning: The candidate demonstrates a continuing enthusiasm for learning that transcends the biases of personal frames of reference.



CAEP-ACC-2013-1.2, IL-PTS-2012-9, INTASC-2013-4.p, INTASC-2013-9.i

Overall Dispositional Rating



■ Unacceptable
 ■ Developing
 ■ Target
 ■ Exemplary

Advanced Programs

EDUC-6100

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|--|--------------------------------|--|----------------------------|------------------------------|------|------|-------|
| | | | | | | | |

| | | | | | | | |
|---|---|---|---|-------------------|-------|-------|-------|
| 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. | 0 | 0 | 0 | 1 | 4.000 | 4.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | 0 | 1 | 4.000 | 4.000 | 0.000 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | 0 | 1 | 4.000 | 4.000 | 0.000 |
| 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. | 0 | 0 | 0 | 1 | 4.000 | 4.000 | 0.000 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | 0 | 1 | 4.000 | 4.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | 0 | 1 | 4.000 | 4.000 | 0.000 |

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

1 (100%)

Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote

1 (100%)

student success.

CAEP-2016-A.1.1

Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development.

1 (100%)

CAEP-2016-A.1.1

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.

1 (100%)

CAEP-2016-A.1.1, INTASC-2013-2

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

1 (100%)

CAEP-2016-A.1.1

Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities.

1 (100%)

CAEP-2016-A.1.1

■ Far Below Standards ■ Below Standards (Developing) ■ Meets Standards ■ Exceeds Standards

EDAD-7901

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|---|--|---|--|--|-------------|-------------|--------------|
| 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. | 0 | 0 | 1 | 53 | 3.981 | 4.000 | 0.135 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 1 | 0 | 53 | 3.963 | 4.000 | 0.270 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 1 | 1 | 52 | 3.944 | 4.000 | 0.299 |
| 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. | 0 | 0 | 0 | 54 | 4.000 | 4.000 | 0.000 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | 0 | 54 | 4.000 | 4.000 | 0.000 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | 0 | 54 | 4.000 | 4.000 | 0.000 |

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

53 (98%)

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

Commitment to Collaboration Definition: An ability to establish and maintain 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

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

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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



Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

EDAD-7905**Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017**

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|---|--|---|--|--|-------------|-------------|--------------|
| 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. | 0 | 0 | 33 | 1 | 3.029 | 3.000 | 0.169 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | 33 | 1 | 3.029 | 3.000 | 0.169 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | 33 | 1 | 3.029 | 3.000 | 0.169 |
| 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. | 0 | 0 | 33 | 1 | 3.029 | 3.000 | 0.169 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | 33 | 1 | 3.029 | 3.000 | 0.169 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | 33 | 1 | 3.029 | 3.000 | 0.169 |

Ethical Behavior Definition: The commitment to acting in ways consistent with and making decisions based on the codes of ethics, professional standards of

33 (97%)

(3%)

practice, and relevant laws and policies.

CAEP-2016-A.1.1

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

Commitment to Collaboration Definition: An ability to establish and maintain 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

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

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

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

33 (97%) (3%)

33 (97%) (3%)

33 (97%) (3%)

33 (97%) (3%)

33 (97%) (3%)

Far Below Standards Below Standards (Developing) Meets Standards Exceeds Standards

EDAD-8103**Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017**

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|---|--|---|--|--|-------------|-------------|--------------|
| 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. | 0 | 0 | 21 | 0 | 3.000 | 3.000 | 0.000 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | 16 | 5 | 3.238 | 3.000 | 0.426 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 1 | 17 | 3 | 3.095 | 3.000 | 0.426 |
| 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. | 0 | 0 | 19 | 2 | 3.095 | 3.000 | 0.294 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | 20 | 1 | 3.048 | 3.000 | 0.213 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional development opportunities. | 0 | 0 | 21 | 0 | 3.000 | 3.000 | 0.000 |

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

21 (100%)

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

16 (76%)

5 (24%)

Commitment to Collaboration Definition: An ability to establish and maintain 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

1 (5%)

17 (81%)

3 (14%)

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

19 (90%)

2 (10%)

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

20 (95%)

1 (5%)

Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, and a dedication to seeking professional

21 (100%)

development opportunities.
CAEP-2016-A.1.1

█ Far Below Standards
 █ Below Standards (Developing)
 █ Meets Standards
 █ Exceeds Standards

EDAD-8203

Rubric: EPPU Advanced Programs Educational Professionals Disposition Rubric v. SP 2017

| | Far Below Standards (1 pts) | Below Standards (Developing) (2 pts) | Meets Standards (3 pts) | Exceeds Standards (4 pts) | Mean | Mode | Stdev |
|---|--------------------------------|--|----------------------------|------------------------------|-------|-------|-------|
| 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. | 0 | 0 | 15 | 18 | 3.545 | 4.000 | 0.498 |
| Professional Behavior Definition: Commitment to preparation, planning, and full engagement in professional self-development and activities that promote student success. | 0 | 0 | 10 | 23 | 3.697 | 4.000 | 0.460 |
| Commitment to Collaboration Definition: An ability to establish and maintain collaborative partnerships with colleagues, P-12 learners, parents/ guardians, community members, and other stakeholders with the goal of promoting student learning and development. | 0 | 0 | 8 | 25 | 3.758 | 4.000 | 0.429 |
| 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. | 0 | 0 | 6 | 27 | 3.818 | 4.000 | 0.386 |
| 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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts. | 0 | 0 | 10 | 23 | 3.697 | 4.000 | 0.460 |
| Commitment to Professional Growth Definition: Commitment to intellectual curiosity, life-long learning, | 0 | 0 | 13 | 20 | 3.606 | 4.000 | 0.489 |

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| and a dedication to seeking professional development opportunities. | | | | | | | |
|---|--|--|--|--|--|--|--|

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

15 (45%)

18 (55%)

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

10 (30%)

23 (70%)

Commitment to Collaboration Definition: An ability to establish and maintain 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

8 (24%)

25 (76%)

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

6 (18%)

27 (82%)

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 and/or quantitative) and is necessary in order to meet needs of specific students and educational contexts.

CAEP-2016-A.1.1

10 (30%)

23 (70%)

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



■ Far Below Standards ■ Below Standards (Developing) ■ Meets Standards ■ Exceeds Standards