WCSU Dispositions: EdD in Instructional Leadership Program and
Program for the Certificate in Intermediate Administration and Supervision
Dispositions Rubric: Beginning, Middle and End of Program

Advanced Program Disposition/Criterion Successful WCSU candidates…	Unacceptable	Acceptable	Target	ELCC Element	Sub-component
1.Believe that all children can learn/clients can improve	Candidate *does not* provide evidence in class activities or assignments, either verbally or in writing, that all students can learn.	Candidate provides evidence in class activities or assignments, either verbally or in writing, that all students can learn.	Candidate provides evidence in class activities and assignments, either verbally or in writing, that all students can learn and includes this concept in activities/assignments to show others how to be more inclusive.	ELCC Standard Element 5.1 Ensuring that schools are accountable for every student's academic and social success (Content Knowledge).	♦ demonstrates the principles of integrity and fairness by providing evidence of the belief that all students can learn
2.Respect diversity and promote understanding of varied cultural traditions, individual differences, learning strengths, and needs: *Respect of others*	Candidate frequently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that shows minor insensitivity toward the effort, work, values, or diverse nature of others; or demonstrates a significant insensitivity toward	Candidate frequently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that shows sensitivity toward the effort, work, values, and diverse nature of others; respecting the interconnectivity of education professionals in the schools.	Candidate frequently interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that shows sensitivity toward the effort, work, values, and diverse nature of others; respecting the interconnectivity of education professionals in the schools. In addition, the candidate serves	ELCC Standard Element 2.1 Sustainment of a school culture and instructional program conducive to student learning (Professional Skills).	♦ promote trust, equity, fairness, and respect among peers, students, parents, and school staff

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	the effort, work, values, or diverse nature of others; struggles to demonstrate awareness of the interconnectivity of education professionals in the schools.		as a role model to others (i.e., indicated in Leadership Plan, assignments, etc.).		
3.Demonstrate commitment to the profession: *Enthusiasm*	Candidate frequently focuses on negative aspects of the educational profession; declines to accept tasks; attempts to bring negative beliefs to others' notions.	Candidate exhibits a positive outlook about the educational profession; willingly accepts tasks; talks positively to others about teaching and learning.	Candidate frequently exhibits a positive outlook about the educational profession and engages in activities to be a positive role model; willingly accepts tasks and offers assistance to others; talks positively to others about teaching and learning and corrects errors others may have about the profession.	ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	♦ develop the resiliency to uphold core values

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4a.Exercise sound judgment and/or ethical professional behavior: *Participation*	Does not provide constructive responses to activities and assignments.	Provides constructive responses to activities and assignments.	Provides constructive responses to activities and assignments and can take the lead in organizing and encouraging others to participate.	ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	♦ develop the resiliency to uphold core values
4b.Exercise sound judgment and ethical professional behavior: *Punctuality*	Does not responds to activities, assignments, communications, etc. in a timely way. Does not provide a reason for any work or activity that is not completed on time.	Responds to activities, assignments, communications, etc. in a timely way. Provides a reason for any work or activity that is not completed on time.	Anticipates when any activity, assignments, communications, etc. might be delayed and makes alternate plans in advance.	ELCC Standard Element 5.5: Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	♦ develop the resiliency to uphold core values
4c.Exercise sound judgment and ethical professional behavior: *Personal Presentation*	Frequently dismisses or occasionally challenges feedback in a manner that lacks professionalism	Politely accepts feedback that is meant to improve a candidate's academic work and/or career	Politely accepts feedback that is meant to improve a candidate's academic work and/or career and reflects on the feedback in order to incorporate it into an improvement plan.	ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	♦demonstrates appropriate personal presentation when working with peers and faculty members

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4d. Exercise sound judgment and ethical professional behavior: *Verbal Communication*	Candidate occasionally uses unacceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, sometimes using terms considered offensive by different cultures/beliefs.	In all spoken communications, candidate uses acceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs.	In all spoken communications, candidate uses acceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs; and candidate exhibits expresses a plan to enhance these communication skills.	ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	♦ develop appropriate verbal communication skills to advocate for democracy, equity, and diversity.
4e.Exercise sound judgment and ethical professional behavior: *Written communication*	Candidate occasionally uses unacceptable language for written communication, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon,sometimes using terms considered offensive by different cultures/beliefs.	In all spoken communications, candidate uses acceptable language for written communication, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs.	In all spoken communications, candidate uses acceptable language for written communication, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs; and candidate exhibits	ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	♦ develop appropriate written communication skills to advocate for democracy, equity, and diversity.

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			expresses a plan to enhance these communication skills.		
4f.Exercise sound judgment and ethical professional behavior: *Non-verbal communication*	Candidate occasionally uses unacceptable language for non-verbal communication, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon,sometimes using terms considered offensive by different cultures/beliefs.	In all spoken communications, candidate uses acceptable language for verba communication, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs.	In all spoken communications, candidate uses acceptable language for verba communication, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon, never using terms considered offensive by different cultures/beliefs; and candidate exhibits expresses a plan to enhance these communication skills.	ELCC Standard Element 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.	♦ develop appropriate non-verbal communication skills to advocate for democracy, equity, and diversity.

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4g.Exercise sound judgment and ethical professional behavior: *Respect for leadership*	Candidate frequently interacts with leaders (school professionals, faculty members, etc.) in a way that shows minor insensitivity toward the effort, work, values, or diverse nature of others; or demonstrates a significant insensitivity toward the effort, work, values, or diverse nature of others; struggles to demonstrate awareness of the interconnectivity of education professionals in the schools.	Candidate frequently interacts with leaders (school professionals, faculty members, etc.) in a way that shows sensitivity toward the effort, work, values, and diverse nature of others; respecting the interconnectivity of education professionals in the schools.	Candidate frequently interacts with leaders (school professionals, faculty members, etc.) in a way that shows sensitivity toward the effort, work, values, and diverse nature of others; respecting the interconnectivity of education professionals in the schools. In addition, the candidate serves as a role model to others (i.e., indicated in Leadership Plan, assignments, etc.).	ELCC Standard Element 5.3 Safeguarding the values of democracy, equity, and diversity (Professional Skills).	♦ democratic values, equity, and diversity.
4h.Exercise sound judgment and ethical professional behavior: *Professional self-concept*	On a regular basis, demonstrates minimal self-confidence; may lose emotional control when interacting with others or in	Demonstrates appropriate self-confidence and emotional control when interacting with others, works to understand ways to manage conflict or	Demonstrates appropriate self-confidence and emotional control when interacting with others, works to understand ways to manage conflict or	ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and	♦ analyze leadership decisions in terms of established ethical practices

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	challenging situations. Loses emotional control in professional situations, may use inappropriate verbal or non-verbal communication.	challenging teaching and learning situations (i.e., displays a tolerance for ambibuity).	challenging teaching and learning situations (i.e., displays a tolerance for ambibuity) by developing an action plan.	ethical behavior as related to their roles within the school.	
5a.Demonstrate fairness in promoting social justice, treating students/clients fairly, maintaining confidentiality, and assessment: *Adherence to legal and ethical guidelines (appropriate communication)*	Dishonest in communication, attempts to deceive. Inappropriate topics/times for discussions. Requires ongoing reminders regarding professional content and delivery in communicating ideas (i.e., demonstrating respect for diversity in various settings).	Communicates in a fair manner, presents objective descriptions of situations, evaluates two or more sides to an issue, demonstrates respect for diversity when communicating ideas.	Communicates in a fair manner, presents objective descriptions of situations, evaluates two or more sides to an issue, demonstrates respect for diversity when communicating ideas. Demonstrates these behaviors through activities such as reflective practice in assignments such as the Leadership Plan.	ELCC Standard Element 5.4 Evaluation of the potential moral and legal consequences of decision making in the school (Content Knowledge).	♦ demonstrates appropriate communication skills regarding moral and legal consequences of decision making in schools
5b.Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment: *Adherence to legal and*	Candidate does not treat student/client information and data responsibly and/or with respect.	Candidate treats student/client information and data responsibly.	Candidate demonstrates confidentiality in the responsible use of student/client information and data (i.e., writing about classroom	ELCC Standard Element 5.5 Promotion of social justice within a school to ensure that individual student needs inform all aspects of schooling	♦ review and critique school policies, programs, and practices to ensure that student needs inform all aspects of schooling, including social justice, equity,

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ethical guidelines (confidentiality)			observations, developing consent forms for research projects, etc.)	(Professional Skills).	confidentiality, acceptance, and respect between and among students and faculty within the school;
5c.Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment: *Adherence to legal and ethical guidelines (honor work of others)*	Candidate does not use APA citations accurately and work is consistently under review for possible plaigiarism and/or paraphragiarism.	Candidate documents the intellectual work of others in all assignments/activities and consistently uses APA citations and referencing.	Candidate documents the intellectual work of others in all assignments and consistently uses APA citations and referencing without prompting.	ELCC Standard Element 5.4 Evaluation of the potential moral and legal consequences of decision making in the school (Content Knowledge).	♦honors the work of others regarding moral and legal consequences of decision making in schools
6a.Practice reflection: *Ability to self-monitor (patience, control of emotions)*	Does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive change. Offers excuses/assigns blame to others (e.g, students, parents, colleagues, and supervisor) for negative results.	Consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions.	Consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and applies them to future performances. Is open-minded and positive when receiving feedback from others.	ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	♦ analyze leadership decisions in terms of established ethical practices

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			Demonstrates the ability to act on suggestions.		
6b.Practice reflection: *Practice in the context of professional practice*	Do not regularly practice reflection on professional practice	Reflect on their work within the context of professional practice	Reflect on their practice and make necessary adjustments to enhance professional practice	ELCC Standard Element 5.2 Self-awareness, reflective practice, transparency, and ethical behavior as related to roles within the school (Content Knowledge).	♦ the effect of ethical behavior on one's own leadership.
6c.Practice Reflection: *Dispositions delineated in professional, state, and institutional standards*	No awareness of professional dispositions expected of professional educators as delineated in professional, standards, state standards, and the mission of the university	Reflect dispositions expected of an educator as delineated in professional standards, state standards, and the mission of the university by integrating standards into assignments.	Reflect dispositions expected of an educator as delineated in professional standards, state standards, and the mission of the university. Locate and evaluate use multiple sets of stanadrds for possible use.	ELCC Standard Element 6.1: Candidates understand and can advocate for school students, families, and caregivers.	♦ policies, laws, and regulations enacted by state, local, and federal authorities that affect schools

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7.Demonstrate leadership *Initiative and Ability to Lead*	Candidate has difficulty connecting concepts and applications; candidate does not support the development of colleagues.	Candidate engages in educational activities, drawing connections between concepts and applications, leading others to understand the selected information (i.e., newsletters, websites, article for publication, etc.).	Candidate engages in educational activities, drawing connections between concepts and applications, leading others to understand the selected information (i.e., newsletters, websites, article for publication, etc.) and develops stages for leading others to learn (i.e., Leadership Plan, PD plan, reflection on Leadership Plan, etc.).	ELCC Standard Element 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	♦ analyze leadership decisions in terms of established ethical practices

Scoring Guide

This rubric is designated with the following point values: Target = 3 points, Acceptable = 2 points, and Unacceptable = 1 point.

A passing score for each rubric criterion is indicated by Acceptable or Target.

To determine a Candidate's overall score on this assessment, the number of points achieved on all criteria will be totaled. The maximum number of points possible for all criteria for this assessment is 54 (18 criteria x 3 points maximum). The following guide shows the range of points for overall performance on the assessment at each level: Target = 37-54; Acceptable = 19-36; Unacceptable = 1-18.