



**Exhibit 1.4.e.3**

**WCSU Dispositions: Initial Certification Programs  
Dispositions Rubric (mid-program)**

NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings, and the Department of Education believes that professional dispositions can also be observed in a classroom setting prior to the first field/clinical experience. The following measure of dispositions is intended as a tool not only to assess behaviors observed, but also as a guide for growth. For each indicator there are a few exemplary behaviors that may be used as targets of performance by candidates. The Educator Preparation Provider (Educational Unit) is committed to the growth of candidates as well as the impact they will have beyond the classroom.

Please select the setting you are evaluating: Field/Clinical Classroom

Please select your role: Supervising (host or mentor) Teacher WCSU Professor (Seminar or Class)

Pre-PDS Disposition/Criteria Successful WCSU candidates...	Needs Improvement 1	Acceptable 2	Target 3	Score/ Level
1. Believe that all children can learn:	Candidate loses focus on learning to teach/lead; frequently dismisses or occasionally challenges feedback intended to improve candidate's work and career.	Candidate focuses on learning to teach/lead; responds to feedback intended to improve candidate's work and career.	Candidate frequently works in a direction focused on learning to teach/lead; politely accepts feedback intended to improve candidate's work and career.	
	In Class Exemplars <ul style="list-style-type: none"> <li>• Demonstrates learning differences (based on physical, cognitive, socio-emotional development)).</li> <li>• Completes analysis of childhood paper</li> </ul>			
	In the Field Exemplars <ul style="list-style-type: none"> <li>• Can articulate the strengths and needs of the child or adolescent.</li> </ul>			

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<p>2. Respect diversity and promote understanding of varied cultural traditions, individual differences, learning strengths, and needs:</p> <p><i>Respect of others</i></p>	<p>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 the effort, work, values, or diverse nature of others; struggles to demonstrate awareness of the interconnectivity of education professionals in the schools.</p>	<p>Candidate interacts with others (school professionals, school support personnel, students, colleagues, etc.) in a way that shows sensitivity toward the effort, work, values, or diverse nature of others; demonstrates awareness of the interconnectivity of education professionals in the schools.</p>	<p>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.</p>	
	<p>In Class Exemplars</p> <ul style="list-style-type: none"> <li>• Addresses all colleagues appropriately.</li> <li>• Compliments other students (“that’s a great idea”).</li> <li>• Uses humor appropriately.</li> <li>• Expresses understanding, sympathy, empathy, and concern.</li> <li>• Provides other students with relevant information / resources “I have a great article for you”.</li> <li>• Is respectful when classmates ask questions seeking clarification of course content.</li> <li>• Responsive to classmates’ request for assistance.</li> </ul>			
	<p>In Field Exemplars</p> <ul style="list-style-type: none"> <li>• Consistently solicits and uses input and feedback.</li> <li>• Demonstrates respect for diverse languages and dialects by not overcorrecting</li> </ul>			
<p>3. Demonstrate commitment to the profession of teaching, the success of their</p>	<p>Candidate frequently focuses on negative aspects of teaching and learning to teach/lead; declines to</p>	<p>Candidate focuses on positive aspects of teaching and learning to teach/lead; accepts tasks; impacts others'</p>	<p>Candidate frequently exhibits a positive outlook about teaching and learning to teach/lead;</p>	

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students, and school improvement:  <i>Enthusiasm</i>	accept tasks; attempt to bring negative beliefs to others' notions.	notions of teaching and learning.	willingly accepts tasks; able to talk positively to others about teaching and learning.	
	In Class Exemplars <ul style="list-style-type: none"> <li>• Ready, willing and enthusiastic about learning.</li> <li>• Prepared to engage in the learning activities of the course (e.g., has necessary materials, has completed assigned readings).</li> <li>• Readily accepts necessary changes in course schedules</li> </ul>			
	In Field Exemplars <ul style="list-style-type: none"> <li>• Participates in both independent and group work.</li> <li>• Collects and uses data from multiple sources</li> </ul>			
4a.Exercise sound judgment and/or ethical professional behavior:  <i>Participation</i>	Candidate misses several meetings and/or classes; fails to provide timely or reasonable notice for missed meetings, or does not independently make-up missed work (when appropriate).	Candidate misses several meetings and/or classes, or fails to provide timely or reasonable notice for missed meetings, or does not independently make-up missed work (when appropriate).	Candidate attends most meetings and/or classes, provides timely and reasonable notice for missed meetings, and works independently to make-up missed work (when appropriate).	
In Class Exemplars <ul style="list-style-type: none"> <li>• Willing to work/collaborate with any classmate.</li> <li>• Readily works on small group projects/papers.</li> <li>• Readily participates in class discussions.</li> <li>• Attentive in class, including taking notes when necessary.</li> <li>• Utilizes WCSU technological resources as assigned/required (e.g. monitor WCSU e-mail, participate in discussion boards, course website, Tk20).</li> <li>• Integrates technology meaningfully into class presentations and class work .</li> <li>• Uses technology-based collaboration tools.</li> <li>• Makes proactive attempts to understand expectations of course.</li> <li>• Seeks help and direction from the instructor and classmates to be successful in course.</li> </ul>				

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	In Field Exemplars <ul style="list-style-type: none"> <li>• Can articulate why a specific technology has effectively used as a vehicle for instruction in the classroom.</li> <li>• Differentiates between having technology and using technology to promote and support student learning.</li> </ul>			
4b.Exercise sound judgment and ethical professional behavior:  <i>Punctuality</i>	Candidate is consistently not on-time for several meetings or consistently fails to meet many deadlines; not providing timely or reasonable notice for late attendance or work, may fail to work independently to make-up missed work (when appropriate).	Candidate is not on-time for some meetings or fails to meet some deadlines; not providing timely or reasonable notice for late attendance or work, may fail to work independently to make-up missed work (when appropriate).	Candidate is on-time for most meetings or adheres to most deadlines; providing timely and reasonable notice for late attendance or work, and working independently to make-up missed work (when appropriate).	
	In Class Exemplars <ul style="list-style-type: none"> <li>• Adheres to course and university deadlines (e.g., assignments and applications are submitted on time, student comes to class on time.)</li> </ul>			
	In Field Exemplars <ul style="list-style-type: none"> <li>• Is on time</li> <li>• Frames needs as positive and solution driven, with realistic timelines.</li> </ul>			
4d. Exercise sound judgment and ethical professional behavior:  <i>Verbal Communication</i>	Candidate uses unacceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon; or at least once uses a term considered offensive by different cultures/beliefs; candidate exhibits unacceptable skills to enhance "spoken words" such as eye-contact and	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; candidate exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. In all situations, candidate is receptive to feedback and	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 acceptable skills to	

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	listening. Occasionally, candidate is not receptive to feedback or fails at attempts to improve.	attempts to improve.	enhance "spoken words" such as eye-contact and listening.	
	In Class Exemplars <ul style="list-style-type: none"> <li>• Makes only positive comments about classmates and faculty members.</li> <li>• Effectively communicates using professional language.</li> </ul>			
	In Field Exemplars <ul style="list-style-type: none"> <li>• Proactively communicates with all stakeholders.</li> <li>• Consistently solicits and uses input and feedback.</li> <li>• Communications are professional, positive, and maintain the best interests of students.</li> </ul>			
4e.Exercise sound judgment and ethical professional behavior:  <i>Written communication</i>	Candidate uses unacceptable language for given situations, including but not limited to grammar, vocabulary, minimal uses of colloquial jargon; or at least once uses a term considered offensive by different cultures/beliefs. Occasionally, candidate is not receptive to feedback or fails at attempts to improve.	In all written communication (formal and informal), 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 situations, candidate is receptive to feedback and attempts to improve.	In all written communication (formal and informal), 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 Class Exemplars <ul style="list-style-type: none"> <li>• Assignments are professional in appearance using appropriate style guidelines.</li> <li>• Seeks source material beyond those assigned.</li> </ul>				
In Field Exemplars <ul style="list-style-type: none"> <li>• Proactively communicates with all stakeholders.</li> <li>• Consistently solicits and uses input and feedback.</li> <li>• Communications are professional, positive, and maintain the best interests of students.</li> </ul>				

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4f.Exercise sound judgment and ethical professional behavior:  <i>Non-verbal communication</i>	Candidate frequently exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) that indicates (s)he struggles with information or frequently uses non-verbal cues indicating negativity.	Candidate exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) that indicates (s)he is receiving information	Candidate frequently exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) that indicates (s)he is positively receiving information and uses these same non-verbal skills in discussions.	
	In Class Exemplars <ul style="list-style-type: none"> <li>Actively listens when classmates contribute in class.</li> <li>Actively works to understand opposing views through attentive listening.</li> </ul>			
	In Field Exemplars <ul style="list-style-type: none"> <li>Relates teaching to real-world issues</li> </ul>			
4g.Exercise sound judgment and ethical professional behavior:  <i>Respect for leadership</i>	Candidate frequently uses minor inappropriate communication or interactions, or provides significant inappropriate communication or interactions, when working with supervisors or other educational leaders.	Candidate occasionally uses minor inappropriate communication or interactions when working with supervisors or other educational leaders.	Candidate frequently uses appropriate communication and interactions when working with supervisors and other educational leaders.	
	In Class Exemplars <ul style="list-style-type: none"> <li>Accepts constructive criticism and input from faculty.</li> <li>Incorporates suggestions for improvement into assignments and/or class performance.</li> <li>Schedules personal commitments so as not to conflict with class meetings and assignment completion.</li> <li>Arrives at class on time and remains engaged for the duration of the class</li> <li>Adheres to the policies outlined in student handbook and WCSU undergraduate/graduate catalog.</li> <li>Makes proactive attempts to understand expectations of course.</li> </ul>			

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	<ul style="list-style-type: none"> <li>Seeks help and direction from the instructor and classmates to be successful in course.</li> <li>Assignments are professional in appearance using appropriate style guidelines.</li> <li>Represents own work and activities accurately.</li> </ul>			
	In Field Exemplars <ul style="list-style-type: none"> <li>Collects and uses data from multiple sources.</li> <li>Cites sources of information</li> </ul>			
5b. Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment:  <i>Adherence to legal and ethical guidelines (confidentiality)</i>	Candidate does not treat student information and data responsibly and/or with respect.	Candidate treats student information and data responsibly.	Candidate demonstrates confidentiality in the responsible use of student information and data.	
	In Class Exemplars <ul style="list-style-type: none"> <li>Demonstrates respect of others and their personal information</li> </ul>			
	In Field Exemplars <ul style="list-style-type: none"> <li>Demonstrate confidentiality in use of student information</li> <li>Demonstrate confidentiality in the use of student data</li> </ul>			
6a. Practice reflection:  <i>Ability to self-monitor (patience, control of emotions)</i>	Candidate 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.	Candidate evaluates his/her own performance when prompted, with little attention to key issues. Occasionally offers excuses/assigns blame to others (e.g., students, parents, colleagues, and supervisor) for negative results.	Candidate consistently evaluates his/her 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. Demonstrates the ability to act on suggestions.	
	In Class Exemplars			

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	<ul style="list-style-type: none"> <li>• Self-reflective of work for personal improvement</li> <li>• Analyze work for improvement</li> <li>• Positive response to constructive criticism</li> </ul>			
	<p>In Field Exemplars</p> <ul style="list-style-type: none"> <li>• Self-reflective to promote improvement in student performance</li> <li>• Self-reflective to promote improvement in course/program</li> <li>• Self-reflective to promote school improvement</li> </ul>			