



**Exhibit 1.4.e.4**

**WCSU Dispositions: Initial Certification Programs  
Dispositions Rubric: Post-Student Teaching (End of Program)**

NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings, and the School 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 (Student Teaching)       Classroom

Please select your role:  University Supervisor     Cooperating Teacher       WCSU Professor (Seminar or Class)

<b>Post-Student Teaching Disposition/Criteria</b> Successful WCSU candidates...	<b>Needs Improvement</b> <b>1</b>	<b>Acceptable</b> <b>2</b>	<b>Target</b> <b>3</b>	<b>Score/ Level</b>
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; readily accepts 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>Can articulate learning differences (based on exceptionalities, ethnic, racial, gender, sexual orientation, language, religious, socioeconomic, and regional/geographic origins).</li> <li>Demonstrates varied instructional approaches that match the learning styles of students, differentiating instruction, evidence of high-quality best-practice instructional strategies and approaches in the Teacher Work Sample</li> </ul>			
	In the Field Exemplars (Student Teaching) <ul style="list-style-type: none"> <li>Can articulate the strengths and needs of the students.</li> </ul>			

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	<ul style="list-style-type: none"> <li>Plans demonstrate a clear connection with identified strengths and needs</li> <li>Designs learning activities that foster the active construction of knowledge.</li> </ul>			
2. Respect diversity and promote understanding of varied cultural traditions, individual differences, learning strengths, and needs:  <i>Respect of others</i>	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.	Candidate interacts with others (school professionals, school support personnel, students, colleagues, etc.) with sensitivity toward the effort, work, values, or diverse nature of others; demonstrates awareness of 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 Class Exemplars <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>				
In Field Exemplars <ul style="list-style-type: none"> <li>Demonstrates respect for diverse languages and dialects by not overcorrecting</li> <li>Integrates diversity actively, combating the marginalization of groups or individuals.</li> <li>Identifies and appreciates the varied contributions of individuals to create an inclusive climate.</li> <li>Seeks to integrate diverse languages and dialects into his/her instructional practice to engage students in learning.</li> <li>Demonstrates respect for diverse languages and dialects by not overcorrecting.</li> </ul>				

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3.Demonstrate commitment to the profession of teaching, the success of their students, and school improvement:  <i>Enthusiasm</i>	Candidate frequently focuses on negative aspects of teaching and learning to teach/lead; declines to accept tasks; attempt to bring negative beliefs to others' notions.	Candidate focuses on positive aspects of teaching and learning to teach/lead; accepts tasks; impacts others' notions of teaching and learning.	Candidate frequently exhibits a positive outlook about teaching and learning to teach/lead; 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 attends meetings and/or classes, provides timely or reasonable notice for missed meetings, and independently makes 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> </ul>			

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	<ul style="list-style-type: none"> <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>			
	In Field Exemplars <ul style="list-style-type: none"> <li>Incorporates available technology into teaching and learning activities.</li> <li>Stays current with technology.</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 on-time for meetings; meets deadlines; provides timely or reasonable notice for late attendance or work, works 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>			
4c.Exercise sound judgment and ethical professional behavior:  <i>Personal Presentation</i>	Candidate does not follow guidance in dressing acceptably for professional situations (or mock professional situations).	Candidate accepts guidance in acceptable dress for professional situations (or mock professional situations).	Candidate dresses acceptably for professional situations (or mock professional situations).	
	In Class Exemplars <ul style="list-style-type: none"> <li>Professional demeanor is presented</li> </ul>			

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	<ul style="list-style-type: none"> <li>Maintains a high level of professionalism</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 listening. Occasionally, candidate is not receptive to feedback or fails at attempts to improve.	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; or candidate exhibits acceptable skills to enhance "spoken words" such as eye-contact and listening. In all situations, candidate is receptive to feedback and attempts to improve.	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 enhance "spoken words" such as eye-contact and listening.	
	In Class Exemplars <ul style="list-style-type: none"> <li>Make 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> <li>Relates teaching to real-world issues</li> </ul>			
4e.Exercise sound judgment and ethical professional behavior:	Candidate uses unacceptable language for given situations, including but not limited to grammar,	In all written communication (formal and informal), candidate uses acceptable	In all written communication (formal and informal), candidate uses acceptable	

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<i>Written communication</i>	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.	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.	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> <li>•</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>			
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 a negativity.	Candidate exhibits non-verbal cues (body language, facial expressions, use of communication tools, etc.) .	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>				

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	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 uses appropriate 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 SCSU undergraduate/graduate catalog.</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> <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>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>			
4h.Exercise sound	Demonstrates minimal self-	Demonstrates developing self-	Demonstrates appropriate	

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judgment and ethical professional behavior:  <i>Professional self-concept</i>	confidence; may lose emotional control when interacting with others or in challenging situations. Loses emotional control in professional situations, may use inappropriate verbal or non-verbal communication.	confidence and acceptable emotional control when interacting with others, demonstrates emotional control in conflict or challenging situations.	self-confidence & emotional control when interacting with others, works to understand ways to manage conflict or challenging teaching situations.	
	In Class Exemplars <ul style="list-style-type: none"> <li>• Maintains a high level of professionalism</li> <li>• Professional demeanor is presented, even in challenging situations</li> <li>• Manages conflict appropriately</li> </ul>			
	In Field Exemplars <ul style="list-style-type: none"> <li>• Maintains a high level of professionalism</li> <li>• Professional demeanor is presented, even in challenging situations</li> <li>• Manages conflict appropriately</li> </ul>			
5a.Demonstrate fairness in promoting social justice, treating students fairly, maintaining confidentiality, and assessment:  <i>Adherence to legal and ethical guidelines (appropriate communication)</i>	Dishonest in communication, attempts to deceive. Inappropriate topics/times for discussions. Requires ongoing reminders, is careless with sensitive information. Shows lack of respect for diversity.	Seldom requires assistance in appropriate communication. May require occasional feedback regarding the need for/use of confidentiality and how to demonstrate respect for diversity in various settings.	Candidate communicates effectively. Candidate respects confidentiality and demonstrates respect for diversity in various settings.	
	In Class Exemplars <ul style="list-style-type: none"> <li>•</li> </ul>			
	In Field Exemplars <ul style="list-style-type: none"> <li>•</li> </ul>			
5b.Demonstrate fairness in promoting social	Candidates do not treat student information and data responsibly	Candidates treat student information and data	Candidates demonstrate confidentiality in the	

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justice, treating students fairly, maintaining confidentiality, and assessment:  <i>Adherence to legal and ethical guidelines (confidentiality)</i>	and/or with respect.	responsibly.	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 own performance when prompted, with little attention to key issues.	Candidate 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. Demonstrates the ability to act on suggestions.	
	In Class Exemplars <ul style="list-style-type: none"> <li></li> </ul>			
	In Field Exemplars <ul style="list-style-type: none"> <li>Consistently solicits and uses input and feedback.</li> <li>Models the iterative process of reflective practice (praxis), sharing insights from one's own experiences.</li> </ul>			
6b.Practice reflection:  <i>Practice in the context of student learning</i>	Candidate does not regularly practice reflection on student learning.	Candidate reflects on his/her work within the context of student learning	Candidate reflects on his/her practice and make necessary adjustments to enhance student learning	

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	<p>In Class Exemplars</p> <ul style="list-style-type: none"> <li>Acknowledges possible biases inherent in lived experiences that may not be common across all stakeholders.</li> </ul> <p>In Field Exemplars</p> <ul style="list-style-type: none"> <li>Accepts constructive criticism and input from supervisors and cooperating teachers.</li> <li>Incorporates suggestions for improvement into future practice.</li> <li>Uses reflective practices to adjust future instruction.</li> <li>Actively works to mitigate biases</li> </ul>			
6c.Practice Reflection:  <i>Dispositions delineated in professional, state, and institutional standards</i>	Candidate demonstrates no awareness of professional dispositions expected of professional educators as delineated in professional standards, state standards, and the mission of the university	Candidate demonstrates an awareness of and desire to reflect professional dispositions expected of professional educators as delineated in professional standards, state standards, and the mission of the university	Candidate reflects professional dispositions expected of professional educators as delineated in professional standards, state standards, and the mission of the university	
<p>In Class Exemplars</p> <ul style="list-style-type: none"> <li>Develops and reflects on personal vision, mission, and/or theory of action.</li> <li>Identifies and locates the appropriate professional standards.</li> <li>Makes proactive attempts to understand expectations of field placement.</li> <li>Seeks help and direction to perform optimally in the field placement.</li> <li>All materials distributed and/or displayed are error free and have a professional appearance.</li> <li>Adheres to course deadlines.</li> </ul>				
<p>In Field Exemplars</p> <ul style="list-style-type: none"> <li>Observed practices conform to the professional standards.</li> <li>Attends local (if not regional/national/international) conferences.</li> <li>Reads (and as appropriate shares) professional literature.</li> <li>Joins SCSU clubs, sports, and events.</li> <li>Joins professional organizations and clubs on and off campus.</li> </ul>				

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	<ul style="list-style-type: none"> <li>Attends and/or presents at professional conferences</li> </ul>			
7. Demonstrate leadership in support of student learning:  <i>Initiative and Ability to Lead</i>	Candidate has difficulty connecting concepts and applications; candidate's opinions and talents do not support the development of colleagues.	Candidate draws connections between concepts and applications; candidate has little effect on colleagues.	Candidate engages in educational activities, drawing some connections between concepts and applications; candidate's opinions and talents are accepted by colleagues.	
	In Class Exemplars <ul style="list-style-type: none"> <li>Accepts request to collaborate with others.</li> <li>Offers to collaborate with others.</li> <li>Stays on-topic in classroom discussions (no chatting with friends)</li> <li>Draws other students into discussion.</li> </ul>			
	In Field Exemplars <ul style="list-style-type: none"> <li>Speaks supportively of WCSU.</li> <li>Constructively criticizes WCSU.</li> <li>Constructively represents WCSU to outside organizations and the community.</li> <li>Belongs to and participates in professional organizations.</li> </ul>			