

Kutztown University Dispositions Rubric (Appendix A)

InTASC / CAEP	Indicator	Target	Acceptable	Not Acceptable
InTASC 10 Leadership and Collaboration	Professional Communication	The teacher candidate: - engages in positive dialogue to resolve problems, while encouraging participation from all group members; - speaks professionally to and about others, while maintaining confidentiality.	The teacher candidate: - engages in positive dialogue to resolve problems, and encourages participation from all group members with faculty guidance and feedback; - speaks professionally to and about others, and maintains confidentiality with faculty guidance and feedback.	The teacher candidate: - does not engage in positive dialogue to resolve problems, or encourage participation from all group members; - fails to speak professionally to and about others, or maintain confidentiality.
InTASC 10 Leadership and Collaboration	Interpersonal Skills	The teacher candidate: - listens openly before stating opinions; - seeks out problem resolution with appropriate parties, and manages personal emotions during the process and demonstrates many ways to anticipate, prevent and solve problems; - works as a team member to build consensus and shares responsibility of the group	The teacher candidate: - listens openly before stating opinions with faculty guidance and feedback; - seeks out problem resolution with appropriate parties, and manages personal emotions during the process and demonstrates many ways to anticipate, prevent, and solve problems with faculty guidance and feedback; -	The teacher candidate: - fails to listen openly before stating opinions; - fails to resolve problems with appropriate parties, and does not manage personal emotions during the process or does not demonstrate ways to anticipate, prevent, and solve problems; - does not work as a team member to build consensus or share

		equitably; - demonstrates responsibility and ownership for professional conduct (e.g. timeliness, professional dress and demeanor).	works as a team member to build consensus and shares responsibility of the group equitably; - demonstrates responsibility and ownership for professional conduct (e.g. timeliness, professional dress and demeanor) with faculty guidance and feedback;	responsibility of the group equitably; - does not demonstrate responsibility and ownership for professional conduct (e.g. timeliness, professional dress and demeanor).
InTASC 9 Professional Learning and Ethical Practice	Reflective Wisdom	The teacher candidate: - accepts constructive feedback and modifies personal conduct as needed; - exhibits integrity and ethical behavior; - evaluates self on progress and sets realistic goals for self improvement; - reflects upon strengths and weaknesses of his or her own work and offers alternative actions if necessary.	The teacher candidate: - accepts constructive feedback, and modifies personal conduct with support from faculty or mentor teachers; - exhibits integrity and ethical behavior with support from faculty or mentor teachers; - evaluates self on progress and sets realistic goals for self improvement with support from faculty or mentor teachers; - reflects upon strengths and weaknesses of his or her own	The teacher candidate: - fails to accept constructive feedback and/or modify personal conduct as needed; - does not exhibit integrity or ethical behavior; - does not evaluate self on progress or set realistic goals for self improvement; - fails to reflect upon strengths and weaknesses of his or her own work or offer alternative actions when necessary.

			work and offers alternative actions if necessary with support from faculty or mentor teachers.	
InTASC 2 Learner Differences	Cultural Awareness	The teacher candidate: - exhibits fair, equitable, and consistent treatment of all peers and K-12 students; - adjusts behavior and/or practice to ensure fairness and success for TC peers and all students; - advocates and/or understands the importance of advocating on behalf of all learners and families; - promotes a positive learning environment that values and fosters respect for all learners.	The teacher candidate: - exhibits fair, equitable, and consistent treatment of all TC peers and K-12 students with support from faculty or mentor teachers; - adjusts practice to ensure fairness and success for TC peers and all students with support from faculty or mentor teachers; - advocates on behalf of all learners and families with support from faculty or mentor teachers; - promotes a positive learning environment that values and fosters respect for all learners with support from faculty or mentor teachers.	The teacher candidate: - exhibits an unfair or inequitable mindset for particular groups (e.g. race, SES, gender, ability, LGBTQ) or takes action that does not exhibit fair, consistent, and equitable treatment of all; - fails to adjust practice that ensures fairness and success for TC peers and all students even with supervision; - does not advocate or understand the importance of advocacy for students across differing social identity groups (e.g. race, SES, gender, ability, LGBTQ) - fails to value and respect the diversity of students in the classroom

				learning environment.
InTASC 9 Professional Learning and Ethical Practice	Critical Thinking	The teacher candidate: - articulates and demonstrates effective procedures for problem solving; - demonstrates ability to discuss a problem from the perspective of stakeholders.	The teacher candidate: - articulates and demonstrates effective procedures for problem solving with support from faculty or mentor teachers; - demonstrates ability to discuss a problem from the perspective of stakeholders with support from faculty or mentor teachers.	The teacher candidate: - fails to articulate and demonstrate effective procedures for problem solving; - fails to demonstrate ability to discuss a problem from the perspective of stakeholders.