

### EPP Disposition Rubric<sup>1</sup>

	Target (3)	Progressing (2)	Unsatisfactory (1)	N.O. <sup>2</sup>
<b>Preparation</b>  <small>INTASC 9, 10 CAEP 3.3</small>	Candidate consistently submits high-quality work and fully prepares for assigned tasks.	Candidate often submits work on time, often prepares for assigned tasks, and/or quality of work is mixed.	Candidate struggles to submit work on time, rarely prepares for assigned tasks, and/or quality of work is low.	
<b>Attendance/ Tardiness</b>  <small>INTASC 9 CAEP 3.3</small>	Candidate arrives early and positively participates in events. Candidate makes timely arrangements in the case of a necessary program-related absence.	Candidate arrives on time and attends events with mixed level of participation (e.g., operating from compliance or not positively contributing). Candidate makes arrangements in the case of an absence	Candidate exhibits a pattern of absences, tardiness, and/or early departure from required events and/or level of participation is low or negative. Candidate fails to make arrangements in the case of an absence	
<b>Content Knowledge</b>  <small>INTASC 4 CAEP 1.3, 3.3</small>	Candidate consistently demonstrates accurate content knowledge and consistently seeks to extend depth and breadth of knowledge.	Candidate demonstrates accurate content knowledge most of the time and occasionally seeks to extend depth and breadth of knowledge.	Candidate often demonstrates inaccurate content knowledge and rarely seeks to extend depth and breadth of knowledge.	
<b>Pedagogy</b>  <small>INTASC 2, 7 CAEP 1.4, 3.3</small>	Candidate consistently creates differentiated learning environments that encourage student-centered instruction for learner interaction, exploration, discovery, and expression.	Candidate occasionally creates differentiated learning environments that encourage student-centered instruction for learner interaction, exploration, discovery, and expression.	Candidate relies heavily on teacher-directed, traditional methods that do not allow for differentiated learning environments and/or candidate struggles to create student-centered instruction for learner interaction, exploration, discovery, and expression.	

<sup>1</sup> Adopted by Program Coordinators Meetings 2-12-18. Original rubric (spring 2018 – spring 2019) was staged in reverse order (unsatisfactory, progressing, target). In line with recommendations from key assessment ad hoc working committees in summer 2019, the rubric was reversed for use starting in fall 2019. The points associated with each level remained unchanged.

<sup>2</sup> N.O. = Not Observed option on Qualtrics

<p><b>Equity</b></p> <p>INTASC 2, 4, 8 CAEP 1.4, 3.3</p>	<p>Candidate consistently seeks multiple perspectives, recognizes and values differences, demonstrates knowledge of culturally responsive teaching practices, and demonstrates knowledge of inequitable policies and practices in education.</p>	<p>Candidate occasionally seeks multiple perspectives, and/or recognizes and values differences, and/or demonstrates knowledge of culturally responsive teaching practices, and/or demonstrates knowledge of inequitable policies and practices in education.</p>	<p>Candidate rarely seeks multiple perspectives and/or recognizes and values differences, and/or demonstrates knowledge of culturally responsive teaching practices, and/or demonstrates knowledge of inequitable policies and practices in education.</p>	
<p><b>Communication</b></p> <p>INTASC 4, 9 CAEP 3.3</p>	<p>Candidate consistently communicates effectively in oral and written formats with stakeholders. Candidate interactions consistently convey authentic, positive affect.</p>	<p>Candidate inconsistently communicates effectively in oral and written formats with stakeholders and candidate makes improvements based on feedback. Candidate interactions mostly convey authentic, positive affect.</p>	<p>Candidate rarely communicates effectively in oral or written formats with stakeholders and/or candidate does not make improvements based on feedback. Candidate interactions rarely convey authentic, positive affect.</p>	
<p><b>Respect for Policies &amp; Norms</b></p> <p>INTASC 9 CAEP 3.3, 3.6</p>	<p>Candidate demonstrates accurate knowledge of and consistent adherence to relevant program and school policies and norms.</p>	<p>Candidate is aware of relevant program and school policies and norms and adheres to these in most circumstances.</p>	<p>Candidate is unaware of, disregards, and/or seeks exceptions regarding relevant program and/or school policies and/or norms.</p>	
<p><b>Ethical Conduct</b></p> <p>INTASC 9 CAEP 3.3, 3.6</p>	<p>Candidate is consistently honest, trustworthy, and respectful in all interactions and academic endeavors. Candidate consistently adheres to the expectations set forth by the Arkansas Code of Ethics for Educators.</p>	<p>Candidate is generally honest, trustworthy, and respectful in interactions and/or academic endeavors. Candidate mostly adheres to the expectations set forth by the Arkansas Code of Ethics for Educators.</p>	<p>Candidate exhibits a pattern of dishonest, untrustworthy, and/or disrespectful behavior in interactions and/or academic endeavors. Candidate rarely adheres to the expectations set forth by the Arkansas Code of Ethics for Educators.</p>	
<p><b>Self-Assessment/ Reflection</b></p> <p>INTASC 9 CAEP 3.3</p>	<p>Candidate consistently and thoughtfully engages in self-assessment. Candidate consistently demonstrates educator efficacy through reflection and initiative.</p>	<p>Candidate occasionally engages in self-assessment or engagement is shallow. Candidate occasionally demonstrates educator efficacy through reflection and initiative.</p>	<p>Candidate rarely engages in self-assessment. Candidate rarely demonstrates educator efficacy through reflection and initiative.</p>	
<p><b>Self-Control/ Self-Aware</b></p> <p>INTASC 9</p>	<p>Candidate consistently maintains composure regardless of circumstance; candidate is responsible for own emotions, responses, and actions.</p>	<p>Candidate usually maintains composure; candidate is responsible for own emotions, responses, and actions.</p>	<p>Candidate exhibits an inability to maintain composure; candidate rarely takes responsibility for own emotions, responses, and actions.</p>	

CAEP 3.3				
<b>Collaboration</b> INTASC 10 CAEP 3.3	Candidate consistently collaborates with peers and superiors and seeks opportunities to facilitate collaborative experiences.	Candidate usually collaborates with peers and superiors or occasionally struggles with the ability to collaborate effectively.	Candidate rarely collaborates with peers or superiors and/or is unwilling or unable to collaborate effectively.	
<b>Resourcefulness</b> INTASC 9, 10 CAEP 3.3	Candidate consistently seeks additional resources and demonstrates initiative by consulting with others as well as developing their own solutions.	Candidate occasionally seeks additional resources and demonstrates initiative but may rely too often on others to solve problems and develop solutions.	Candidate rarely seeks additional resources and relies on others to solve problems, showing an unwillingness or inability to develop their own solutions.	