

EPP Disposition Rubric¹

	Target (3)	Progressing (2)	Unsatisfactory (1)	N.O. ²
Reliability & Preparedness <small>INTASC 9, 10 CAEP 3.3</small>	Candidate consistently meets professional expectations by submitting high-quality work and arriving fully prepared for assigned tasks. Candidate demonstrates strong follow-through, responsible time management, and reliable professional judgment.	Candidate generally meets professional expectations but shows inconsistent follow-through. Work quality, timeliness, or preparedness varies, reflecting developing time-management skills and emerging professional judgment.	Candidate frequently fails to meet professional expectations. Work is often incomplete, late, or of low quality, and preparation for assigned tasks is minimal. Candidate demonstrates limited follow-through and unreliable professional judgment.	
Attendance/ Tardiness <small>INTASC 9 CAEP 3.3</small>	Candidate consistently arrives on time or early and actively participates in required events. Candidate proactively makes arrangements when an absence is necessary, demonstrating strong professional responsibility.	Candidate arrives on time and attends events with mixed levels of participation (e.g., operating from compliance or not positively contributing). Candidate makes arrangements for absences but does not always do so proactively or in alignment with expectations.	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	
Respect for Policies & Norms <small>INTASC 9 CAEP 3.3, 3.6</small>	Candidate demonstrates clear knowledge of relevant program and school policies and consistently adheres to established expectations. Candidate shows responsible professional judgment in applying policies and norms across settings.	Candidate demonstrates general awareness of relevant policies and usually adheres to expectations. Candidate applies policies with partial consistency and shows developing professional judgment.	Candidate demonstrates limited awareness of relevant policies or disregards established expectations. Candidate applies policies inconsistently or seeks exceptions, reflecting weak professional judgment.	
Ethical Conduct <small>INTASC 9 CAEP 3.3, 3.6</small>	Candidate consistently demonstrates honesty, integrity, and respect in all interactions and academic endeavors. Candidate adheres fully to the Arkansas Code of Ethics for Educators and exercises sound ethical judgment across professional contexts.	Candidate generally demonstrates honesty, integrity, and respect in interactions and academic endeavors. Candidate adheres to the Arkansas Code of Ethics for Educators with occasional lapses in consistency or clarity of judgment.	Candidate demonstrates patterns of dishonest, disrespectful, or unprofessional behavior in interactions or academic endeavors. Candidate fails to adhere to the Arkansas Code of Ethics for Educators and shows weak ethical judgment.	

¹ Rubric modified in fall 2025 to align with state mandate and adopted by Program Coordinators Meetings on 12-8-25. The rubric was modified from the version approved by program coordinators on 2-12-18.

² N.O. = Not Observed option

Content Knowledge INTASC 4 CAEP 1.3, 3.3	Candidate consistently demonstrates accurate and current content knowledge. Candidate understands key concepts, structures, and practices within the discipline and draws on this knowledge to make content meaningful and accessible for learners. Candidate actively extends and refines their understanding of the discipline.	Candidate demonstrates generally accurate content knowledge but shows gaps in conceptual clarity, disciplinary structures, or application. Candidate makes emerging efforts to connect content to meaningful learning and occasionally seeks to strengthen disciplinary understanding.	Candidate demonstrates inaccurate or incomplete content knowledge, including limited understanding of key concepts, structures, or disciplinary practices. Candidate rarely connects content to meaningful learning and does not seek to strengthen disciplinary understanding.	
Pedagogy INTASC 2, 7 CAEP 1.4, 3.3	Candidate consistently designs coherent instruction that aligns goals, tasks, and assessments. Candidate uses a varied repertoire of strategies to support active learning, scaffold disciplinary thinking, and deepen engagement with content. Instruction shows clear intentionality in structure, pacing, and opportunities for practice and application.	Candidate designs instruction with partial alignment among goals, tasks, and assessments. Candidate uses a limited range of strategies and provides uneven scaffolding for disciplinary thinking and engagement. Instruction shows emerging intentionality in structure, pacing, or opportunities for practice and application.	Candidate designs instruction with minimal alignment among goals, tasks, and assessments. Candidate relies on a narrow set of teacher-directed strategies and offers little scaffolding for disciplinary thinking or engagement. Instruction lacks intentional structure, pacing, and opportunities for practice and application.	
Student-Centered Learning INTASC 2 CAEP 1.4, 3.3	Candidate consistently designs and enacts learning experiences that respond to student needs, backgrounds, and interests. This includes adapting materials and anticipating potential barriers to engagement. Candidate shows clear awareness of factors that shape student learning and uses this awareness to make informed, student-centered decisions.	Candidate designs and enacts learning experiences that respond to student needs, backgrounds, and interests. This includes adapting materials and identifying or addressing barriers to engagement on a limited basis. Candidate demonstrates emerging awareness of factors that shape student learning and uses this awareness inconsistently when making student-centered decisions.	Candidate rarely designs or enacts learning experiences that respond to student needs, backgrounds, or interests. This includes little to no adaptation of materials and limited recognition of barriers to engagement. Candidate shows minimal awareness of factors that shape student learning and does not use this awareness to inform student-centered decisions.	
Communication INTASC 9 CAEP 3.3	Candidate consistently communicates clearly, professionally, and appropriately in oral and written formats with all stakeholders. Candidate communication is responsive to context and engages in interactions that support positive professional relationships.	Candidate communicates with general clarity in oral and written formats. Candidate communication shows emerging responsiveness to context and contributes to positive professional relationships with partial consistency.	Candidate communicates ineffectively or unprofessionally in oral or written formats. Candidate communication is not responsive to context and interactions do not support, or may hinder, positive professional relationships.	
Self-Control/ Self-Aware INTASC 9 CAEP 3.3	Candidate consistently maintains professional composure across circumstances and takes responsibility for their emotions, responses, and actions. Candidate demonstrates self-awareness that supports sound professional judgment and constructive engagement with others.	Candidate generally maintains professional composure but demonstrates occasional lapses under stress or in complex situations. Candidate shows emerging self-awareness and takes responsibility for emotions, responses, and actions with partial consistency.	Candidate frequently struggles to maintain professional composure and does not take responsibility for emotions, responses, or actions. Candidate demonstrates limited self-awareness, resulting in unproductive or inappropriate professional interactions.	

Collaboration INTASC 10 CAEP 3.3	Candidate consistently engages in productive collaboration with peers and supervisors. Candidate contributes actively to shared goals, communicates respectfully, and seeks opportunities to support and strengthen collaborative work.	Candidate generally collaborates with peers and supervisors but demonstrates inconsistent participation or effectiveness. Candidate contributes to shared work with partial consistency and is developing the skills needed for productive collaboration.	Candidate rarely engages in collaborative work or demonstrates unwillingness or inability to collaborate effectively. Candidate's participation hinders shared efforts or limits the effectiveness of group work.	
Resource-fulness INTASC 9, 10 CAEP 3.3	Candidate consistently demonstrates initiative in addressing professional tasks and challenges. Candidate seeks out appropriate resources, consults with others when needed, and develops effective, independent solutions that support learning and professional growth.	Candidate demonstrates emerging initiative in addressing tasks and challenges but relies inconsistently on available resources. Candidate consults with others or develops solutions with partial consistency, reflecting developing problem-solving skills.	Candidate rarely demonstrates initiative and depends heavily on others to address tasks or resolve challenges. Candidate does not seek out resources or develop independent solutions, limiting effective problem-solving and professional growth.	
Self-Assessment/Reflection INTASC 9 CAEP 3.3	Candidate consistently and thoughtfully engages in self-assessment and actively seeks feedback to strengthen practice. Candidate demonstrates educator efficacy through purposeful reflection, openness to critique, and initiative in applying insights to improve performance.	Candidate engages in self-assessment with uneven depth and responds to feedback with partial openness or follow-through. Candidate demonstrates emerging educator efficacy through reflection but applies insights inconsistently.	Candidate rarely engages in self-assessment and shows limited openness to feedback. Candidate demonstrates minimal educator efficacy through reflection and rarely applies insights to improve performance.	