Student Teaching Dispositions Assessment Rubric (Revised 1/2026)

Completed by: IUP Supervisor, Mentor & Candidate at final

- *Created as **3** separate assessment instruments in Anthology Portfolio:*
- *Final Student Teaching Dispositions Assessment (Supervisor)*
- *Final Student Teaching Dispositions Assessment (Mentor)*
- *Final Student Teaching Dispositions Assessment (Candidate)*

Description:

The Student Teaching Dispositions Assessment is aligned with CAEP Initial Standards, the Danielson Framework, and InTASC Model Core Teaching Standards. The assessment is designed to measure candidate performance in professional dispositions and includes Cultural Awareness and Professional Ethics competencies from the PA Common Ground Framework. The assessment is completed by the IUP Supervisor and mentor at the conclusion of student teaching. The teacher candidate completes an identical self-assessment at the end of each student teaching placement.

Standards:

CAEP Initial (2022)

R1.1 The Learner and Learning

The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Evidence provided should demonstrate that candidates are able to apply critical concepts and principles of learner development (InTASC Standard 1), learning differences (InTASC Standard 2), and creating safe and supportive learning environments (InTASC Standard 3) in order to work effectively with diverse P-12 students and their families.

R1.2 Content

The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels. Evidence provided demonstrates candidates know central concepts of their content area (InTASC Standard 4) and are able to apply the content in developing equitable and inclusive learning experiences (InTASC Standard 5) for diverse P-12 students. Outcome data can be provided from a Specialized Professional Associations (SPA) process, a state review process, or an evidence review of Standard 1.

R1.3 Instructional Practice

The provider ensures that candidates are able to apply their knowledge of InTASC standards relating to instructional practice at the appropriate progression levels. Evidence demonstrates how candidates are able to assess (InTASC Standard 6), plan for instruction (InTASC Standard 7), and utilize a variety of instructional strategies (InTASC Standard 8) to provide equitable and inclusive learning experiences for diverse P-12

students. Providers ensure candidates model and apply national or state approved technology standards to engage and

improve learning for all students.

R1.4 Professional Responsibilities

The provider ensures candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Evidence provided should demonstrate candidates engage in professional learning, act ethically (InTASC Standard 9), take responsibility for student learning and collaborate with others (InTASC Standard 10) to work effectively with diverse P-12 students and their families.

Danielson (2022)

1b Knowing and Valuing Students

Respect for Students' Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character.
Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind.
Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy.
Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

2a Cultivating Respectful and Affirming Environments
Positive Relationships: Teacher-student and student-student interactions demonstrate caring and respect, and honor the dignity of each member of the community.
Sense of Belonging: Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.
Cultural Responsiveness: Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments.
Positive Conflict Resolution: A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust.

2b Fostering a Culture for Learning

Purpose and Motivation: Teachers and students share an overarching dedication to both content mastery and personal growth.
Dispositions for Learning: Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.
Student Agency and Pride in Work: Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

Support and Perseverance: Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

2c Maintaining Purposeful Environments
Productive Collaboration: Collaboration is modeled, taught, and reinforced so that students work purposefully and cooperatively in groups, to support one another's success.
Student Autonomy and Responsibility: Routines support student assumption of responsibility and the development of skills, habits, and mindsets that promote student autonomy.
Equitable Access to Resources and Supports: Resources and supports are deployed efficiently, effectively, and equitably for the benefit of all students.
Non-Instructional Tasks: Teachers complete non-instructional tasks with little to no loss of instructional time or disruption to lesson delivery.

2d: Supporting Positive Student Behavior

Expectations for the Learning Community: Students play an active role in establishing and maintaining expectations for the learning community with regular opportunities for critical reflection both individually and as a group.
Modeling and Teaching Habits of Character: Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.
Self-Monitoring and Collective Responsibility: Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

3a: Communicating About Purpose and Content

Purpose for Learning and Criteria for Success: Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.
Specific Expectations: Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.
Explanations of Content: Content knowledge is scaffolded and presented in multiple, engaging ways with frequent, integrated checks for student Understanding.
Use of Academic Language: Verbal and written content-related language used by teachers and students is academically rigorous, accurate, and subject and grade Appropriate.

3c Engaging Students in Learning
Rich Learning Experiences: Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.
Collaboration and Teamwork: Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.
Use of Instructional Materials and Resources: Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.
Opportunities for Thinking and Reflection: Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

3e Responding Flexibly to Student Needs

Evidence-Based Adjustments: When appropriate, teachers use their expertise to alter or replace pre-planned activities based on students' understanding, questions, and interests.
Receptiveness and Responsiveness: Teachers are open to and capitalize upon unexpected student actions, questions, and internal and external events; they encourage and support students to pursue new learning and opportunities on their own.
Determination and Persistence: Teachers are committed to efficacy, even when students encounter difficulty in learning, and pursue alternative approaches when necessary to help students be successful.

4a Engaging in Reflective Practice
Self-Assessment of Teaching: Teachers use evidence from activities and assessments to identify the impact of different elements of practice on student learning and evaluate the success of learning experiences.
Analysis and Discovery: Based on their self-assessment, teachers consider alternative approaches or perspectives, question their own ideas or beliefs, and learn new ways to further advance student learning.
Application and Continuous Improvement: Teachers demonstrate commitment to the success of each student by planning, practicing, and trying new approaches to enhance their teaching based on their assessment and analysis.

4b Documenting Student Progress

Student Progress Toward Mastery: The teacher documents student progress toward learning and developmental goals and shares information with students, parents, and educational collaborators.
Shared Ownership: With support from teachers, students utilize resources to monitor their progress toward learning and developmental goals and regularly analyze and discuss their progress with teachers and caregivers.
Maintaining Reliable Records: The teacher consistently gathers, updates, and shares data that is accurate, accessible, and clear to students and families.

4c: Engaging Families and Communities

Respect and Cultural Competence: Teachers interact with families and the community in ways that respect their values and cultural backgrounds.
Community Values: Learning experiences and environments are extensions of the community and uphold its values, creating a shared vision of student success.
Instructional Program: Established structures and processes keep families informed about the instructional program and provide opportunities for input and Feedback.
Engagement in Learning Experiences: Teachers connect students' out-of school learning and lives to their efforts in school and take the lead in forming partnerships and relationships to strengthen those connections.

4d: Contributing to School Community and Culture

Relational Trust and Collaborative Spirit: Teachers develop strong relationships

with students and colleagues that support professional learning, collaboration, mutual trust, and student success.
Culture of Inquiry and Innovation: Teachers contribute to the culture of the school by modeling school values, helping to identify underlying problems, and taking positive action toward their solution.
Service to the School: Teachers extend their influence beyond their classrooms by leading and contributing to school events, projects, and initiatives.

4e: Growing and Developing Professionally

Curiosity and Autonomy: Teachers identify personal and professional growth areas and independently seek opportunities to develop and refine their knowledge.
Developing Cultural Competence: Teachers seek knowledge regarding the students and community they serve and apply findings to their practice and development of the school culture.
Enhancing Knowledge and Skills: Teachers work to deepen content and pedagogical knowledge and exchange new learning with colleagues.
Seeking and Acting on Feedback: Teachers seek opportunities to receive and provide feedback and work collaboratively and constructively to utilize feedback Effectively.

4f: Acting in Service of Students

Acting with Care, Honesty, and Integrity: Teachers consistently model care, honesty, and integrity in interactions with students, families, and colleagues.
Ethical Decision-Making: Teachers make wise decisions, especially under challenging circumstances, that are in the best interest of students and their families.
Advocacy: Teachers are active advocates for students, their families, and colleagues and lead in taking action on their behalf.

InTASC Model Core Teaching Standards (2013)

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning & Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. Leadership & Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ISTE Standards for Educators (2024)

2.3d Educators model and promote management of personal data, digital identity, and protection of student data.

PA Common Ground Framework (Not included in Rubric)

Cultural Awareness Competencies (2024)

CA1.D Reflect on how to meet the needs of each learner.

CA2.B Understand the importance of differences in marginalized learners and historically underrepresented groups (such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion).

CA2.D Identify and make efforts to remove bias in teaching materials, assignments, curriculum, and other educational services.

CA2.F Identify institutional practices, policies, and norms that may be harmful by advocating and engaging in efforts to rewrite policies, change practices, and raise awareness.

CA3.A Recognize the experiences of learners, educators, educational leaders, families, and caregivers and the diverse knowledge they bring into educational spaces.

CA3.C Recognize that learners are connected to local and global communities and events that influence and impact learning, relationships, and the understanding of institutions and society.

CA3.D Analyze their own beliefs, attitudes, assumptions, and behaviors regarding the knowledge and backgrounds of social groups, thinking critically about the nuances of culture, identity, and other social markers, and how they manifest themselves in curricula and other educational materials.

CA3.E Design learning experiences and spaces for learners to identify and question economic, political, and social structures that may exist in the school, community, nation, and world.

CA4.A Design instruction and assessments to ensure all learners have equitable access to educational resources, experiences, and opportunities.

CA4.B Create an equitable learning environment by challenging and debunking stereotypes and biases about the intelligence, academic ability, and behavior of historically marginalized learners, educators, educational leaders, families, and caregivers (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).

CA5.A Recognize and reflect on diversity as an asset to the entire learning community.

CA5.B Recognize and acknowledge the cultural, racial, and linguistic differences of learners, educators, educational leaders, and families (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).

CA5.D Exhibit sensitivity to the ways learners, educators, educational leaders, families, and caregivers (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion) experience social and academic spaces.

CA5.E Assist learners in valuing their own and others' cultures and help them develop a sense of responsibility for recognizing, responding to, and addressing bias, discrimination, injustice, and bullying.

CA6.A Recognize that every family/caregiver, regardless of their differences (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion) want the best for their children.

CA6.B Acknowledge the cultural aspects of the community as an extension of their teaching spaces.

CA6.C Identify parents/caregivers as assets and resources.

CA6.D Understand the nuances of diverse families and the wide range of factors that shape how families interact with educators and schools.

CA6.E Identify systems, structures, practices, and policies that exclude marginalized learners and historically underrepresented groups (race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion).

CA6.F View family and community engagement as a priority.

CA7.A Recognize the ways in which culture influences verbal and nonverbal communication.

CA7.B Employ diverse channels to communicate with families in their first language.

CA7.C Acknowledge the first language of learners and their families.

CA7.D Recognize the multi-dialectical nature of language in American society and the social constructs of different dialects, including learners' natural ways of talking.

CA8.B Communicate expectations and a clear framework for all learners, which clarify and articulate the standards to which they are being held.

CA8.C Foster positive learning spaces that nurture creativity, build high self-esteem, support agency, and lead to self-actualization for all learners.

CA8.D Understand that learners have the right and are capable of contributing to their own learning.

CA8.E Develop authentic relationships with learners.

CA8.F Recognize the integral role parents/caregivers play in their students' education and work closely with them to set mutually agreed-upon goals and devise a plan for accountability that is supported by all individuals.

CA9.A Recognize comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude and take steps to educate oneself about the subtle, unintentional ways in which these may be used to harm and invalidate others. Recognize comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude and take steps to educate oneself about the subtle, unintentional ways in which these may be used to harm and invalidate others.

CA9.D Understand the relationship between impact and intent.

CA9.E Create learning communities and spaces that are inclusive and free of negative comments or actions that subtly and often unconsciously or unintentionally express a prejudiced attitude.

CA9.F Engage in affirming and reflexive practices that validate others.

Professional Ethics Competencies (2022)

PE.1 Demonstrate their understanding of the PA Code of Professional Practice and Conduct for Educators and the PA Educator Discipline Act.

PE.2 Describe the function of the PA Professional Standards and Practices Commission and its role in professional disciplinary actions for educators.

PE. 3 Differentiate between codes of conduct and codes of ethics and explain how each informs professional practice and decision making.

PE.4 Demonstrate their understanding of their responsibility to the profession as described in Principle 1 of the Model Code of Ethics for Educators (MCEE).

PE.5 Demonstrate their understanding of their responsibility for professional competence as described in Principle 2 of the Model Code of Ethics for Educators (MCEE).

PE.6 Demonstrate their understanding of their responsibility to students as described in Principle 3 of the Model Code of Ethics for Educators (MCEE).

PE.7 Demonstrate their understanding of their responsibility to the school community as described in Principle 4 of the Model Code of Ethics for Educators (MCEE).

PE.8 Demonstrate their understanding of the expectation for responsible and ethical use of technology as described in Principle 5 of the Model Code of Ethics for Educators (MCEE).

The candidate…	**Distinguished** Exhibits the disposition frequently, consistently, thoroughly, and independently	**Proficient** Exhibits the disposition but may need guidance or support.	**Developing**: Does not often exhibit the disposition but acts on explicit guidance or recommendations for improvement.	**Unsatisfactory**: Does not exhibit the disposition and/or fails to take corrective action.	**No Opportunity to asses**: Did not have the opportunity to demonstrate this disposition.
Personal Dispositions: Punctuality Exhibits regular attendance, arrives on time, arrives coherent and focused, keeps appointments (CAEP R1.4, Danielson 4f)	Exhibits the disposition frequently, consistently, thoroughly, and independently	Exhibits the disposition but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommendations for improvement.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Dependability & Accountability Is dependable, accountable & reliable: seeks/locates **culturally appropriate** resources, ensures accuracy of information presented, takes initiative when absent from class/meetings, returns materials in a timely manner, seeks clarification when needed, perseveres to accomplish goals, prepares materials in advance, follows school rules and policies. (CAEP R1.3, R1.4, Danielson 2c, 4f, InTASC 7)	Exhibits the disposition frequently, consistently, thoroughly, and independently	Exhibits the disposition but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommendations for improvement.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Self Presentation Is professionally groomed and attired. Their	Exhibits the disposition frequently,	Exhibits the dispositio	Does not often exhibit the	Does not exhibit the disposition	N/A

appearance, behavior and disposition reflect the school's expectations as well as their own cultural differences. (CAEP R1.4, Danielson 4f)	consistently, thoroughly, and independently	n but may need guidance or support.	disposition but acts on explicit guidance or recommendations for improvement.	and/or fails to take corrective action.	
Personal Dispositions: Relationships Exhibits interpersonal professional relationships: shows willingness to consider the multitude of voices and stake holders that create a District and multiple perspectives, interacts with others respectfully, engages in friendly dialogue, understands hierarchy between faculty and students. Respects the real-world experiences of learners, educators, educational leaders, families, and caregivers and the diverse funds of knowledge they bring into educational spaces (CAEP R1.1,R1.4 Danielson 1b, 4c, 4d, InTASC 3)	Exhibits the disposition frequently, consistently, thoroughly, and independently	Exhibits the disposition but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommendations for improvement.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Confidentiality Maintains professional discretion and confidentiality: is familiar with student teaching handbook/requirements, respects students as individuals from a variety of different contexts, complies with privacy laws and confidentiality of information. (CAEP R1.4, Danielson 4d, 4f)	Exhibits the disposition frequently, consistently, thoroughly, and independently	Exhibits the disposition but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommendations for improvement.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Work Ethic Demonstrates initiative: embraces hard work, is intrinsically motivated, takes pride in work, follows through on commitments, goes above minimum requirements, problem solves, reflects on **the teacher and students' lived** experiences. (CAEP R1.4, Danielson 4e, 4f, InTASC 9)	Exhibits the disposition frequently, consistently, thoroughly, and independently	Exhibits the disposition but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommendations for improvement.	Does not exhibit the disposition and/or fails to take corrective action.	

Personal Dispositions: Attitude Shows motivation and enthusiasm: shows a positive attitude and expressive affect, portrays IUP and the school district positively to others, answers questions when asked, leads rather than follows, participates in and extends upon professional development opportunities. Recognizes diversity as an asset to the entire learning community and treats it as such. Shows respect for every BIPOC learner, educator, educational leader, and family across cultural, racial, and linguistic differences (CAEP R1.1, Danielson 4d, 4e, 4f, InTASC 9, 10)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Response to Feedback Responds positively to feedback and implements recommendations for improvement; welcomes new ideas, prepares for change, accepts responsibility for actions, follows through on feedback by adjusting instruction. (CAEP R1.3, Danielson 4e, InTASC 8)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Written Communication Demonstrates professional written and oral communication skills: creates/defends perspectives persuasively, uses correct spelling, uses appropriate English (context dependent), communicates professionally in e-mails, adheres to assignment guidelines, shows respectfulness and gender-affirming language in communication proofreads communication (CAEP R1.1, R1.4 Danielson 1b, 2a, 3a, 4f, InTASC 3)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Oral Communication	Exhibits the disposition	Exhibits the	Does not often exhibit	Does not exhibit the	N/A

Demonstrates professional oral communication skills: speaks in a clear, effective tone in front of the class, uses **appropriate English (context dependent)**, presents effectively, refrains from profanity, uses a broad **and culturally appropriate** vocabulary (CAEP R1.1, R1.4 Danielson 1b, 2a, 3a, 4f,, InTASC 3)	frequently, consistently, thoroughly, and independentl y	dispositio n but may need guidance or support.	the disposition but acts on explicit guidance or recommend ations for improveme nt.	disposition and/or fails to take corrective action.	
Personal Dispositions: Cultural Competence Shows willingness to consider diverse perspectives. Understands the importance of social markers, such as race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, sexual orientation, and religion. Believes that every family, regardless of their race, skin color, ethnicity, gender identity, age, nationality, language, class, economic status, ability, level of education, sexual orientation, and religion wants the best for their children. (CAEP R1.1, R1.4, Danielson 1b, 2a, 4e, InTASC 9)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Time Management Adheres to deadlines: manages time effectively, is well prepared for class, submits assignments on time, manages multiple tasks well. (CAEP R1.4, Danielson 4b, 4f)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Appropriate Use of Technology Engages in **culturally** appropriate social interactions: maintains appropriate boundaries including technological communications, uses social networking sites appropriately, uses school communication channels for contact with students, families,	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A

and school personnel, addresses people appropriately, refrains from using electronic devices for personal reasons in/during class. (CAEP R1.1, R1.4, Danielson 2a, InTASC 9, ISTE 2.3d)					
Personal Dispositions: Legal and Ethical Practice Practices legal/ethical conduct: follows IUP student code of conduct, engages in ethical conduct, exhibits fair and objective behavior and communication, gives credit to others when using their work, follows local, state and federal laws. (CAEP R1.4, Danielson 4f, InTASC 9)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Flexibility Demonstrates flexibility/adaptability: adapts teaching to changing classroom circumstances, shows willingness to compromise, improvises when needed. (CAEP R1.3, Danielson 3e, InTASC 8).	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Emotional Maturity Exhibits emotional maturity: uses **culturally** appropriate tone of voice, maintains emotional control, uses appropriate non-verbal expressions, demonstrates empathy, uses self-disclosure appropriately, uses appropriate strategies to respond to emotional and emergency situations. (CAEP R1.4, Danielson 2a, 3e, 4f, InTASC 3)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Personal Dispositions: Ability to work with Diverse Groups Exhibits and values diversity, demonstrates an awareness of	Exhibits the disposition frequently, consistently,	Exhibits the dispositio n but may	Does not often exhibit the disposition	Does not exhibit the disposition and/or fails	N/A

traditional and non-traditional family contexts, embraces differences (e.g., racial/ethnic, SES, learning styles, etc.), differentiates instruction to accommodate diverse learners' needs, maintains a respectful classroom environment. CAEP R1.1, R1.2, R1.3, R1.4, Danielson 1b, 2a, 3e, 4c InTASC 1, 2, 3, 10)	thoroughly, and independently	need guidance or support.	but acts on explicit guidance or recommendations for improvement.	to take corrective action.	
Classroom/Behavior Management: Feedback Uses student errors as a learning opportunity: provides positive, **culturally appropriate, and** supportive feedback to students. (CAEP R1.1, R1.3 Danielson 2b, 3c InTASC 2)	Exhibits the disposition frequently, consistently, thoroughly, and independently	Exhibits the disposition but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommendations for improvement.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Classroom/Behavior Management: Managing Negative Behavior Handles negative student behaviors **(including microagressions)** effectively while continuing to promote student learning. Demonstrates zero tolerance for bullying and aggressive behavior. Remains calm when dealing with challenging situations and recognizes these situations to be learning opportunities. (CAEP R1.1, R1.4 Danielson 2a, 2b, 2d, 4f InTASC 3)	Exhibits the disposition frequently, consistently, thoroughly, and independently	Exhibits the disposition but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommendations for improvement.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Classroom/Behavior Management: Shaping Student Behavior Shapes student behavior by identifying the function of the behavior and implementing **culturally** appropriate interventions. **(**CAEP R1.1, Danielson 2d, InTASC 3)	Exhibits the disposition frequently, consistently, thoroughly, and independently	Exhibits the disposition but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommendations for improvement.	Does not exhibit the disposition and/or fails to take corrective action.	N/A

Professional Responsibilities: Reflection Reflects accurately on lessons and cites adjustments to practice by drawing on a repertoire of **inclusive** strategies. (CAEP R1.2, R1.3 Danielson 4a, InTASC 9)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Professional Responsibilities: Records Maintains accurate and complete records. (CAEP R1.4, Danielson 4b)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Professional Responsibilities: Family Engagement Engages families in **culturally appropriate ways** by providing frequent information about the instructional program and students' progress. (CAEP R1.1, R1.4 Danielson 4c, InTASC 10)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Professional Responsibilities: Relationships with Colleagues Maintains **culturally appropriate** professional relationships with colleagues that encourage sharing, planning, and working together toward improved instructional skill and student success. (CAEP R1.4 Danielson 4d, InTASC 3, 10)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Professional Responsibilities: Professional Development Participates in professional development that includes reflecting on ones own attitudes and beliefs and individual	Exhibits the disposition frequently, consistently, thoroughly, and	Exhibits the dispositio n but may need	Does not often exhibit the disposition but acts on explicit	Does not exhibit the disposition and/or fails to take	N/A

biases. Adds to content knowledge and pedagogical skill through professional development experiences. (CAEP R1.4, Danielson 4e, InTASC 9)	independentl y	guidance or support.	guidance or recommend ations for improveme nt.	corrective action.	
Professional Responsibilities: Service to School Serves the school by participating and contributing to initiatives and projects. (CAEP R1.4, Danielson 4d, InTASC 10)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Professional Responsibilities: Service to Profession Serves the profession through active involvement in learning opportunities and professional organizations. (CAEP R1.4, Danielson 4d, 4e, InTASC 10)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Professional Responsibilities: Advocacy Advocates for students. (CAEP R1.4, Danielson 4f, InTASC 10)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A
Professional Responsibilities: Decision-Making Engages in responsible, ethical, and informed decision- making. (CAEP R1.4, Danielson 4f, InTASC 9)	Exhibits the disposition frequently, consistently, thoroughly, and independentl y	Exhibits the dispositio n but may need guidance or support.	Does not often exhibit the disposition but acts on explicit guidance or recommend ations for improveme nt.	Does not exhibit the disposition and/or fails to take corrective action.	N/A