

**The University of Alabama
College of Education
Dispositions Rubric –Undergraduate/Alternative Masters Level***

Affective Domain		Advanced	Target	Developing	Unacceptable
		Internalize	Organize	Respond	
		Embody	Value	Receive	
Undergraduate	Factual/Conceptual	Acts	Arranges/Values	Listens/Participates	

Cognitive Domain		Advanced	Target	Developing	Unacceptable
		Create	Evaluate	Understand	
			Analyze	Apply	Remember
Undergraduate	Factual/Conceptual	Plans	Explains	Interprets/experiments	Describes

Dispositions are qualities of mind and character, and thus involve both the cognitive and affective domains.

Dispositions		Advanced	Target	Developing	Unacceptable
Undergraduate	Novice	Researches and acts	Assesses and arranges	Interprets and responds	Does not interpret or respond

Bloom distinguishes different kinds of knowledge¹:

Factual Knowledge is knowledge that is basic to specific disciplines. This dimension refers to essential facts, terminology, details or elements students must know or be familiar with in order to understand a discipline or solve a problem in it.

Conceptual Knowledge is knowledge of classifications, principles, generalizations, theories, models, or structures pertinent to a particular disciplinary area.

Procedural Knowledge refers to information or knowledge that helps students to do something specific to a discipline, subject, or area of study. It also refers to methods of inquiry, very specific or finite skills, algorithms, techniques, and particular methodologies.

Metacognitive Knowledge is the awareness of one's own cognition and particular cognitive processes. It is strategic or reflective knowledge about how to go about solving problems, cognitive tasks, to include contextual and conditional knowledge and knowledge of self.

¹ Adapted from Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Undergraduate/ Alt. MA Dispositions	Advanced	Target	Developing	Unacceptable
	Researches and acts	Assesses and arranges	Interprets and responds	Does not interpret or respond
Disposition 1 Diversity	Uses research² and applies instructional and curricular strategies that connect to the learners' personal and cultural characteristics	Employs instructional and curricular strategies that connect to the learners' personal and cultural characteristics	Recognizes how instructional and curricular strategies connect to the learners' personal and cultural characteristics	Fails to recognize how instructional and curricular strategies connect to the learners' personal and cultural characteristics
Disposition 2 Fairness and Equity	Researches and applies practices that respect the individual rights and needs of all students	Employs practices that respect the individual rights and needs of all students	Recognizes practices that respect the individual rights and needs of all students	Fails to recognize practices that respect the individual rights and needs of all students
Disposition 3 Collaboration	Engages purposefully with institutional and community stakeholders using research-based practices	Employs collaborative practices with institutional and community stakeholders	Recognizes the importance of collaboration but does not engage purposefully with institutional and community stakeholders	Fails to recognize the importance of collaboration with institutional and community stakeholders
Disposition 4 Reflective practice	Analyzes research-based practices to objectively enhance critical reflection of one's own professional practices	Employs critical reflection to objectively assess one's own performance to develop more effective professional practices	Recognizes the need to evaluate one's own professional practices objectively through reflection	Fails to evaluate one's own professional practices objectively

² Research includes scholarly works by leading scholars recognized in their respective fields.

Definitions*

Collaborative communities - bringing individuals, agencies, organizations, and community members together in an atmosphere of support to solve existing and emerging issues systematically, to improve student learning (Speck, 1999).

Critical reflection –thinking deeply about how and why individual thinking achieved certain ends or failed to achieve others and acquiring a renewed understanding of individual or group goals, beliefs, and practices that will affect future action (Roberts & Pruitt, 2009; Shulman, 2004).

Differentiated experiences – A framework or philosophy that involves providing different students with different avenues to learning in terms of acquiring content; processing, constructing, or making sense of ideas; and developing educational materials and assessment measures so that all students can learn effectively, regardless of differences in ability (Tomlinson, 2004).

Diversity – Includes “(1) Individual differences (e.g., personality, interests, learning modalities, and life experiences),and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background” (InTASC Model Core Teaching Standards, 2011, p. 21).

Educational environment – “refers to the physical location, contexts, and cultures in which students learn. Educational environments have both a direct and indirect influence on student learning, including their engagement in what is being taught, their motivation to learn, and their sense of well-being, belonging, and personal safety” (<http://edglossary.org>).

Educational issues - issues that are **important** to education. They are the obstacles that get in the way or the **important** elements that educators need to focus on in order to move forward and offer **better** opportunities to our students (Bull, 2016).

Institutional and community stakeholders – “anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders might also be collective entities such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, in addition to organizations that represent specific groups, such as teachers’ unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific academic disciplines” (<http://edglossary.org>).

Instructional and curricular strategies - a planned sequence of experiences that occur in the educational process (Kelly, 2009; Wiles, 2008).

Leadership - "a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task" (Chemers, 1997).

Rights and needs - Student rights are those rights, such as civil, constitutional, contractual, and consumer, regulating student rights and freedoms and allowing students to be engaged with and operate freely within an educational environment (U.S. Department of Education, 2016). Student needs are those basic to survival and academic success (example: Maslow’s hierarchy of needs, differentiated instruction, etc.) (Tomlinson, 2003).

Professional practices – the practices expected of a teacher. Professionals should (1) act on the most current knowledge that defines their field; (2) be student centered and adapt to meet the needs of individual students; (3) be results oriented; and (4) uphold the standards of the profession in their own practice and through peer review (Wiggins & McTighe, 2006).

Social justice practices - the belief that all students can and will reach proficiency, without exceptions or excuses, and that schools ought to be organized to advance the equitable learning of all students (Capper & Frattura, 2008).

References

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