

**The University of Alabama
College of Education
Dispositions Rubric – Ed.S. Level***

Affective Domain		Advanced	Target	Developing	Unacceptable
		Internalize	Organize	Respond	
		Embody	Value	Receive	
Ed.S.	Metacognitive	Identifies			

Cognitive Domain		Advanced	Target	Developing	Unacceptable
		Create	Evaluate	Understand	
			Analyze	Apply	Remember
Ed.S.	Metacognitive	Actualizes	Achieves	Constructs	

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

Dispositions		Advanced	Target	Developing	Unacceptable
Ed.S.	Expert	Leads and teaches	Composes and institutes	Researches and acts	Does not plan and act

Bloom distinguishes different kinds of knowledge⁴:

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.

⁴ 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.

Ed.S. Dispositions	Advanced	Target	Developing	Unacceptable
	Leads and advances	Composes and institutes	Researches and acts	Does not plan and act
Disposition 1 Diversity	Demonstrates leadership in the creation of differentiated experiences based on curricular content, and/or professional standards that connect to the learners' personal and cultural characteristics	Creates differentiated experiences based on curricular content, and/ or professional standards that connect to the learners' personal and cultural characteristics	Uses research and applies instructional and curricular strategies that connect to the learners' personal and cultural characteristics	Only employs strategies that connect to learners' personal and cultural characteristics
Disposition 2 Fairness and Equity	Demonstrates leadership in the creation of social justice practices that support the individual rights and needs of all students.	Creates social justice practices that support the individual rights and needs of all students	Researches and applies social justice practices that respect the individual rights and needs of all students	Only employs social justice practices that respect the individual rights and needs of all students
Disposition 3 Collaboration	Demonstrates leadership in building collaborative communities through effective relationships with institutional and community stakeholders.	Solves educational problems with institutional and community stakeholders	Engages purposefully with institutional and community stakeholders using research-based practices	Does not consider the opinions and contributions of institutional and community stakeholders.
Disposition 4 Reflective practice	Demonstrates leadership by modeling and promoting critical reflective practice within the professional community	Creates dialogue and opportunities for critical reflection among colleagues and other stakeholders to improve one's own professional practices	Analyzes research-based practices to enhance critical reflection of one's own professional practices	Does not employ research-based practices to enhance critical reflection of one's own professional practices

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).

Amended on 1/7/2021 to include Diversity definition

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