



# WINSTON-SALEM STATE UNIVERSITY

## Educator Preparation Program Teacher Candidate Dispositions Rubric

### Self-Assessment

*This form is designed to obtain your self-assessment of the dispositions (behaviors and attitudes) that Winston-Salem State University teacher candidates are expected to demonstrate at various points in their preparation program. These dispositions are based on both the conceptual framework of WSSU's teacher education program and research-based educational preparation literature. By completing this form, you will determine your level of performance on these dispositions and identify areas for further growth. Candidates are expected to consistently demonstrate each disposition by program completion. Use Adobe Reader Fill & Sign features to complete this form.*

Name \_\_\_\_\_ Banner ID \_\_\_\_\_

Date \_\_\_\_\_ Advisor: \_\_\_\_\_

#### Major/Concentration

- |                                                                          |                                                                        |
|--------------------------------------------------------------------------|------------------------------------------------------------------------|
| <input type="checkbox"/> B.S., Birth -Kindergarten Education             | <input type="checkbox"/> B.S., Teaching, Special Education             |
| <input type="checkbox"/> B.S., Elementary Education                      | <input type="checkbox"/> M.A., Teaching, Birth-Kindergarten Education  |
| <input type="checkbox"/> B.A., Music, Teacher Licensure                  | <input type="checkbox"/> M.A., Teaching, Elementary Education          |
| <input type="checkbox"/> B.S., Physical Education, Health & PE Licensure | <input type="checkbox"/> M.A., Teaching, Health and Physical Education |
| <input type="checkbox"/> B.S., Teaching, Middle Grades Education         | <input type="checkbox"/> M.A., Teaching, Middle Grades Education       |
| <input type="checkbox"/> B.S., Teaching, Secondary English Education     | <input type="checkbox"/> M.A., Teaching, Special Education             |
| <input type="checkbox"/> B.S., Teaching, Secondary Mathematics Education |                                                                        |

**Instructions:** Using the following scale, please conduct a candid self-assessment on the continuum from “Need to learn how to do this” to “Know how to do this consistently” based on the level that you believe reflects your demonstration of these dispositions.

- **Need to learn how to do this:** Does not demonstrate this disposition; requires development
- **Need to practice this:** Occasionally demonstrates this disposition; requires further development
- **Know how to do this consistently:** Consistently demonstrates this disposition

<b>Proposition 1: Teachers are committed to students and their learning.</b>			
<b>Proficient Level</b>	<b>Know how to do this consistently</b>	<b>Need to practice this</b>	<b>Need to know how to do this</b>
Adheres to assignment guidelines			
Is enthusiastic toward teaching and learning			
Is prepared for class			
Maintains high expectations for self and others			
Takes responsibility for quality of work			
Is patient and flexible			
Demonstrates a sense of fairness with classmates (university) and with P-12 students in the field			
Demonstrates an understanding of individual, cultural, and family differences and prepares self accordingly			
Demonstrates understanding of students' learning and shows readiness to address individual differences.			
Exhibits behaviors consistent with civic responsibility, such as volunteering on and off campus and participating in service learning			

<b>Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students effectively.</b>			
<b>Proficient Level</b>	<b>Know how to do this consistently</b>	<b>Need to practice this</b>	<b>Need to learn how to do this</b>
Is enthusiastic about instructional content			
Is receptive to feedback and uses feedback for improvement			
Is reflective in his/her professional practice			
Is a critical thinker and effective problem solver			
Is committed to continuous improvement			

<b>Proposition 3: Teachers are responsible for managing and monitoring student learning.</b>			
<b>Proficient Level</b>	<b>Know how to do this consistently</b>	<b>Need to practice this</b>	<b>Need to learn how to do this</b>
Demonstrates understanding, compliant with laws and policies at local, state, and national level regarding student learning			
Is equitable with high, but realistic, expectations for all students.			
Is professional in addressing student concerns			
Is empathetic with students, peers, and parents			
Demonstrates skills that engage families and communities in improving student learning			

<b>Proposition 4: Teachers think systematically about their practice and learn from experience.</b>			
<b>Proficient Level</b>	<b>Know how to do this consistently</b>	<b>Need to practice this</b>	<b>Need to learn how to do this</b>
Exhibits professional appearance			
Is collaborative and supportive of peers and their development			
Is receptive to feedback and uses feedback for improvement			
Is reflective in his/her professional practice			
Is committed to professional self-improvement			
Demonstrates awareness of issues in contemporary education			
Accomplishes work in spite of challenges; no excuses			

<b>Proposition 5: Teachers are members of learning communities.</b>			
<b>Proficient Level</b>	<b>Know how to do this consistently</b>	<b>Need to practice this</b>	<b>Need to learn how to do this</b>
Demonstrates academic honesty as member of learning community			
Exemplifies respect for self and others			
Is collaborative and supportive of peers and their development			
Is reliable, prompt, and responsible as a member of the learning community			
Participates in organization for teacher education students			
Is amicable and professional with others in learning community			
Respectfully disagrees by defending perspective with logic and calm			
Is an advocate for children			
Is consistently present, punctual, and prepared in class			
Demonstrates appropriate self-discipline, separates personal affairs from educational/professional ones			
Responds promptly and responsibly to email, voice mail, and other messages from program faculty			

<b>Proposition 6: Teachers are committed to and demonstrate social justice in their teaching.</b>			
<b>Proficient Level</b>	<b>Know how to do this consistently</b>	<b>Need to practice this</b>	<b>Need to learn how to do this</b>
Is an advocate and supporter of diverse learners and cultures			
Is empathetic with students, peers, and parents			
Is knowledgeable of cultures represented in the school and university campus			
Is inquisitive about new knowledge and practices to close the achievement gap			
Is respectful of diversity in its broadest sense, such as race, ethnicity, gender, age, religiosity, sexual orientation, and others.			
Is an advocate for and knowledgeable of best practices to avert in-school and out-of-school suspensions.			

**Comments:** Please provide brief comments for each area in which you scored yourself at the “need to know how to do this consistently” level.