

Dispositions Rubric for the Instructional Technology Program

Candidate's Name: _____

Course/Semester/Year: _____

Evaluator: _____

Program: _____

Evaluation Interval: #1 _____ #2 _____ Other _____

This instrument is used to rate each element relative to expectation levels of students within their current program. These expectations may differ among programs due to different contexts and graduate levels.

Score using whole numbers 1, 2, or 3.

Unacceptable: Score of 1	Acceptable: Score of 2	Target: Score of 3
<p><i>Candidate demonstrates the behavior below 70% of the time. When given feedback, the candidate continues the behavior below 70% of the time.</i></p> <p><i>Descriptor: rarely</i></p>	<p><i>Candidate demonstrates the behavior between 70% and 89% of the time due to self initiative and/or feedback.</i></p> <p><i>Descriptor: regularly</i></p>	<p><i>Candidate demonstrates behavior 90% or more of the time due to self initiative and/or feedback.</i></p> <p><i>Descriptor: consistently</i></p>

1. Commitment to Knowledge, Skills, and Dispositions of the Profession				
	<i>Unacceptable (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>	<i>Score</i>
a.	Candidate rarely uses and applies current educational research and theory related to inform discipline specific educational practice.	Candidate regularly uses and applies current educational research and theory to inform discipline specific educational practice.	Candidate consistently uses and applies current educational research and theory to inform discipline specific educational practice.	
b.	Candidate rarely demonstrates professionalism in decision making, rarely uses input from others, and rarely is decisive when needed.	Candidate regularly demonstrates professionalism in decision making, regularly uses input from others, and regularly is decisive when needed.	Candidate consistently demonstrates professionalism in decision making, consistently uses input from others, and is consistently decisive when needed.	
Comments:				

2. Commitment to Diversity				
	<i>Unacceptable (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>	<i>Score</i>
a.	Candidate rarely <i>plans</i> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences (e.g. ethnicity, gender, race, socioeconomic status, exceptionalities, language, religion, sexual orientation, and geographic area.)	Candidate regularly <i>plans</i> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences (e.g. ethnicity, gender, race, socioeconomic status, exceptionalities, language, religion, sexual orientation, and geographic area.)	Candidate consistently <i>plans</i> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences (e.g. ethnicity, gender, race, socioeconomic status, exceptionalities, language, religion, sexual orientation, and geographic area.)	
b.	Candidate rarely <i>implements</i> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences.	Candidate regularly <i>implements</i> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences.	Candidate consistently <i>implements</i> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences.	
<i>Comments:</i>				
3. Commitment to Technology				
	<i>Unacceptable (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>	<i>Score</i>
a.	Candidate rarely integrates technologies as appropriate to maximize learning opportunities for all students.	Candidate regularly integrates technologies as appropriate to maximize learning opportunities for all students.	Candidate consistently integrates technologies as appropriate to maximize learning opportunities for all students.	
<i>Comments:</i>				
4. Commitment to the Practice of Continuous Reflection and Assessment				
	<i>Unacceptable (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>	<i>Score</i>
a.	Candidate rarely engages in systematic self-assessment and reflection.	Candidate regularly engages in systematic self-assessment and reflection..	Candidate consistently engages in systematic self-assessment and reflection..	
b.	Candidate rarely accepts and responds to feedback in a professional manner.	Candidate regularly accepts and responds to feedback in a professional manner.	Candidate consistently accepts and responds to feedback in a professional manner.	
<i>Comments:</i>				

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5. Commitment to Professional Conduct				
	Unacceptable (1)	Acceptable (2)	Target (3)	Score
a.	Candidate rarely honors academic and professional commitment (e.g., class meetings & assignments, advisement meetings, scheduled chats & discussion boards, field and/or clinical experiences).	Candidate regularly honors academic and professional commitment (e.g., class meetings & assignments, advisement meetings, scheduled chats & discussion boards, field and/or clinical experiences).	Candidate consistently honors academic and professional commitment (e.g., class meetings & assignments, advisement meetings, scheduled chats & discussion boards, field and/or clinical experiences).	
b.	Candidate rarely takes responsibility for his or her actions.	Candidate regularly takes responsibility for his or her actions.	Candidate consistently takes responsibility for his or her actions.	
c.	Candidate rarely acts professionally appropriate in all settings (e.g. in person, email, phone calls, online). This includes communication, appearances, the sharing of personal information, and relationships within the professional environment.	Candidate regularly acts professionally appropriate in all settings (e.g. in person, email, phone calls, online). This includes communication, appearances, the sharing of personal information, and relationships within the professional environment.	Candidate consistently acts professionally appropriate in all settings. (e.g. in person, email, phone calls, online). This includes communication, appearances, the sharing of personal information, and relationships within the professional environment.	
d.	Candidate rarely presents information that relates to the profession and individual actions in an honest and forthcoming manner.	Candidate regularly presents information that relates to the profession and individual actions in an honest and forthcoming manner.	Candidate consistently presents information that relates to the profession and individual actions in an honest and forthcoming manner.	

			Overall Total: _____ / 33
Unacceptable (1): 22 or below	Acceptable (2): 23 – 29	Target (3): 30 – 33	Overall Score: _____
<i>** If a candidate scores Unacceptable on any one of the eleven elements, the Overall Score will be Unacceptable (1).</i>			

(Part 2 continued on next page)

Part 2: Instructional Technology Program Dispositions

<i>Competency</i>	<i>Standards</i>	<i>Unacceptable (1)</i>	<i>Acceptable (2)</i>	<i>Target (3)</i>	<i>Score</i>
Visionary Leadership	Ga PSC 1.000 InTASC #4 InTASC #10 IT-SLO #1e IT-SLO #3a C.1 C.3	Does not demonstrate or articulate a vision for the effective use of technology in the teaching and learning process	Demonstrates a vision for the effective use of technology in the teaching and learning process	Demonstrates a vision for the effective use of technology in the teaching and learning process which includes support for transformational change	
Teaching, Learning, & Assessment	Ga PSC 2.000 InTASC #1 InTASC #4 InTASC #5 C.1 C.3	Appears to lack sufficient understanding of how to meaningfully integrate technology to improve teaching, learning, and assessment	Demonstrates the successful integration of technology to improve teaching, learning, and assessment	Demonstrates the successful integration of technology to improve teaching, learning, and assessment and the ability to assist other educators with these skills	
Digital Learning Environments	Ga PSC 3.000 InTASC #1 InTASC #2 InTASC #3 InTASC #4 InTASC #5 IT-SLO #2a IT-SLO #2b IT-SLO #2c IT-SLO #3c IT-SLO #4c	Does not demonstrate the ability to create, support, and manage effective digital learning environments	Demonstrates the ability to create, and support effective digital learning environments includes the use of adaptive/assistive technologies to support individual student needs	Demonstrates the ability to create, and support effective digital learning environments, including the use of adaptive/assistive technologies to support student needs; Utilizes digital tools to communicate/collaborate with education stakeholders at the local level and beyond	

	IT-SLO #4d C.1 C.2 C.3				
Digital Citizenship & Responsibility	Ga PSC 4.0000 InTASC #4 InTASC #5 C.1 C.2 C.3	Does not demonstrate or articulate digital citizenship and responsibility central to the role of an Instructional Technology Leader	Models and promotes strategies for achieving equitable access to digital tools for teachers and students Models and facilitates safe, healthy, legal, and ethical uses of digital technologies	Models and promotes strategies for achieving equitable access to digital tools for teachers and students Models and facilitates safe, healthy, legal, and ethical uses of digital technologies which support diverse student needs and cultural understandings	
Professional Learning & Program Evaluation	Ga PSC 5.0000 InTASC #4 InTASC #5 InTASC #7 IT-SLO #1d C.1 C.2 C.3	Does not demonstrate the knowledge, skills, and dispositions necessary to design, develop, or evaluate programs of professional learning	Demonstrates the knowledge, skills, and dispositions necessary to design, develop, and evaluate programs of professional learning informed by an assessment of needs	Demonstrates the knowledge, skills, and dispositions necessary to design, develop, and evaluate programs of professional learning informed by an assessment of needs; incorporating principles of adult learning and relevant state and national professional learning standards	
Candidate Professional Growth & Development	Ga PSC 6.01 6.02 6.03 InTASC #9 IT-SLO #1d C.1 C.4	Does not demonstrate the knowledge, skills, or dispositions for continuous learning and/or reflection regarding professional practice	Demonstrates the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences	Demonstrates the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences Regularly evaluates and reflects on professional practice with the goal of	

				personal improvement as a model instructional technologist	
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Comments or Examples on Performance of Instructional Technology Dispositions
 Lauren has worked very hard to learn everything she can about instructional technology and media this semester. She has attended technology conferences and presentation meetings to expand her knowledge of technology. She has successfully integrated technology into her lessons and is proficient in the knowledge and skills of her profession. She is a leader to her peers and is willing to help any colleagues with technology integration.

Part 2: Overall Score out of 3	
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