

**EDU 4500 Student Teaching- Disposition Detail**

Generated by: Tara Graves 04/07/2026

Rubric Title: EDU 4500 Student Teaching- Disposition

Mapped standards: -

Mapped outcomes: -

Enable the N/A option for assessment

**Rubric Structure**

Elements	Emerging	Developing	Proficient	Exemplary	N/A
	1 Point	2 Points	3 Points	4 Points	N/A
<b>GIKENDAASOWIN Knowing Knowledge Disposition: Integrates Content and Pedagogical Knowledge Disposition Element: Theory to Practice: Applies current theory, research, and best practices to improve one's professional practice as a teacher.</b>	Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.	Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.	Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.	The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.	N/A
	1 Point	2 Points	3 Points	4 Points	N/A

<p><b>GIKENDAASOWIN</b>  <b>Knowing Knowledge</b>  <b>Disposition: Integrates Content and Pedagogical Knowledge Disposition</b>  <b>Element: Critical and Connected Thinking:</b>  <b>Engages in critical thinking that reflects analysis, problem solving, and incorporates world views and community knowledge to create culturally relevant instruction.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	1 Point	2 Points	3 Points	4 Points	N/A
<p><b>GIKENDAASOWIN</b>  <b>Knowing Knowledge</b>  <b>Disposition: Integrates Content and Pedagogical Knowledge Disposition</b>  <b>Element: Reflective Practice: Demonstrates Self-reflection and incorporates professional feedback to adjust for continuous improvement in professional practices and effective instruction.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	1 Point	2 Points	3 Points	4 Points	N/A

<p><b>GIKENDAASOWIN</b>  <b>Knowing Knowledge</b>  <b>Disposition: Integrates Content and Pedagogical Knowledge Disposition</b>  <b>Element: Technology: Use technology effectively to improve student learning.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
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<p><b>GWAYAKWAADIZIWIN</b>  <b>Living a Balanced Way</b>  <b>Disposition: Communication and Collaboration Disposition</b>  <b>Element: Reflective Collaboration: Uses insights and inspiration of others to improve practice and can occur in:</b>  <b>• Professional Learning Communities • Mentoring Programs • Peer Observations • Critical Friends Groups</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
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<p><b>GWAYAKWAADIZIWIN</b>  <b>Living a Balanced Way</b>  <b>Disposition:</b>  <b>Communication and</b>  <b>Collaboration Disposition</b>  <b>Element: Community</b>  <b>Involvement:</b>  <b>Demonstrates positive</b>  <b>collaborative skills in</b>  <b>interactions with</b>  <b>instructors, advisors,</b>  <b>students, colleagues,</b>  <b>parents/guardians/caregivers,</b>  <b>school teams, and those</b>  <b>in the wider community.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	1 Point	2 Points	3 Points	4 Points	N/A
<p><b>GWAYAKWAADIZIWIN</b>  <b>Living a Balanced Way</b>  <b>Disposition:</b>  <b>Communication and</b>  <b>Collaboration Disposition</b>  <b>Element: Communication:</b>  <b>Effectively and accurately</b>  <b>communicates ideas,</b>  <b>thoughts or visions (oral</b>  <b>and written) and engages</b>  <b>in active listening based</b>  <b>on audience and</b>  <b>community cultural</b>  <b>norms.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	1 Point	2 Points	3 Points	4 Points	N/A

<p><b>ZOONGIDE’EWIN Strong Hearted Disposition: Vision and Leadership: Disposition Element: Demonstrates skills and qualities that lead to meaningful change.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p><b>ZOONGIDE’EWIN Strong Hearted Disposition: Vision and Leadership: Disposition Element: Models and fosters respect for all cultures, identities, and perspectives in words and actions and considers historical pasts to prepare for the future.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p><b>ZOONGIDE’EWIN Strong Hearted Disposition: Vision and Leadership: Disposition Element: Listens and responds to community needs and understands cultural norms as opportunities for growth and development.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p><b>AANGWAAMIZIWIN Diligence and Caution Disposition: Ethical Behavior Disposition Element: Demonstrate professional and ethical conduct with faculty, faculty supervisors, cooperating teachers, students, parents, colleagues, and community.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p><b>ANGWAAMIZIWIN</b>  <b>Diligence and Caution</b>  <b>Disposition: Ethical</b>  <b>Behavior Disposition</b>  <b>Element: Practices, complies, and understands the school site and the college and unit policies (e.g., academic honesty), as well as Minnesota Code of Ethics for Teachers.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p><b>AANGWAAMIZIWIN</b>  <b>Diligence and Caution</b>  <b>Disposition: Ethical</b>  <b>Behavior Disposition</b>  <b>Element: Adheres to all professional standards, including the use of technologies (e.g., accesses authorized websites, social media and other applications, and uses personal electronic devices as appropriate).</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p><b>DEBWEWIN Honesty and Integrity Disposition: Data-Informed Practice Disposition Element: Uses student data to plan and implement instructional strategies and activities.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission..</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.instruction or leadership.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p><b>DEBWEWIN Honesty and Integrity Disposition: Data-Informed Practice Disposition Element: Uses assessment data to identify student strengths and deficiencies and adjusts practice based on results.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p><b>DEBWEWIN Honesty and Integrity Disposition:</b>  <b>Data-Informed Practice Disposition Element:</b>  <b>Uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the student.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
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<p><b>ZAAGI' IDIWIN Loving and Caring Disposition:</b>  <b>Equity, Social Justice, and Inclusion Disposition Element: Demonstrates and appreciation of the languages, communities, and experiences students bring to the classroom.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p><b>ZAAGI' IDIWIN Loving and Caring Disposition: Equity, Social Justice, and Inclusion Disposition Element: Advocates for and supports Indigenous and other diverse communities and individuals.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p><b>ZAAGI' IDIWIN Loving and Caring Disposition: Equity, Social Justice, and Inclusion Disposition Element: Respects the dignity and essential worth of all individuals.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p><b>ZAAGI' IDIWIN Loving and Caring Disposition: Equity, Social Justice, and Inclusion Disposition Element: Interacts with sensitivity to community and cultural norms.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p><b>ZAAGI' IDIWIN Loving and Caring Disposition: Equity, Social Justice, and Inclusion Disposition Element: Values and responds to all aspects of a child's developmental well-being (cognitive, emotional, psychological, social, and physical).</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p><b>ZAAGI' IDIWIN Loving and Caring Disposition: Equity, Social Justice, and Inclusion Disposition Element: Promotes the diversity of opinions, ideas, and backgrounds.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p><b>ZHAWENINDIWIN Compassion Disposition: Life-long Learner Disposition Element: Demonstrates commitment to professional development and intellectual curiosity.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p><b>ZHAWENINDIWIN</b>  <b>Compassion Disposition:</b>  <b>Life-long Learner</b>  <b>Disposition Element:</b>  <b>Practices current skills while demonstrating ability to adapt and develop new skills.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>
<p><b>ZHAWENINDIWIN</b>  <b>Compassion Disposition:</b>  <b>Life-long Learner</b>  <b>Disposition Element:</b>  <b>Actively participates or fosters the positive professional learning environment within the school community as well as the school-home relationships.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
	<p>1 Point</p>	<p>2 Points</p>	<p>3 Points</p>	<p>4 Points</p>	<p>N/A</p>

<p><b>ZHAWENINDIWIN</b>  <b>Compassion Disposition:</b>  <b>Life-long Learner</b>  <b>Disposition Element:</b>  <b>Analyzes various professional contexts, resulting in more informed decision-making about professional practice.</b></p>	<p>Evidence suggests disposition element is partially met. Teacher Candidate responds to only part of the element prompt. Lacks detail and more effort may be required. The purpose of the work is not well-defined.</p>	<p>Teacher Candidate may demonstrate inconsistencies in practice or weaknesses in a few key areas. They may not yet fully integrate and/or apply their knowledge and skills in an effective way. They may be new to the program or to this assignment and are in process of developing for a final submission.</p>	<p>Proficient is the expected, rigorous level of performance for Teacher Candidates. It is a demanding but attainable level of performance for most. At the Proficient level, Teacher candidates integrate the knowledge, skills, and abilities needed for effective content-area instruction or leadership.</p>	<p>The Exemplary level represents the highest level of performance. It exceeds the already high Standard of Proficient. A rating of Exemplary is reserved for performance on an Indicator or Standard that is of such a high level that it could serve as a model for Teacher Candidates.</p>	
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