Growth Mind-Set Disposition and Millersville Professional Behaviors Evaluation

Millersville University Statement of Commitment to Appreciative Growth Mind-Set for Candidates
We seek to develop a strong belief in educators that their students can learn and grow in remarkable ways even when there are challenges. The same belief in the real possibility of growth should also be held by educators for themselves, their professional community, and the larger society. We seek to develop professionals who begin this work with an appreciation for their own strengths, the strengths of their students, and their community. We acknowledge the tension between appreciation for strengths as a foundation for growth and the desire to confront problems and so we also seek to develop educators who are willing to question their own beliefs and who will work to make change to serve students and society.

Use of Disposition Rubric and Professional Behaviors Rubric for Candidate Progression Through Program
All candidates in education licensure programs will be assessed by faculty using the Disposition and Professional behavior rubrics as a requirement for formal admission (APS for teacher candidates, degree candidacy for advanced programs) and at least one other time prior to the culminating field-based experience. Evaluation of dispositions is used primarily for candidate self-reflection and growth. The Professional Behavior Rubric will also be used as part of a formal review process (defined by Professionalism Policy) when substantial concerns arise. The Professional Behavior rubric can be used in making decisions about candidate progression through the program. The Professionalism Policy of Millersville university describes in detail how the Millersville Growth Mindset Disposition Evaluation and Professional Behaviors rubrics are used in advising candidates and making decisions about candidate progression through the program.

All candidates will self-evaluate, set-goals, and reflect on their own professional qualities as a requirement for formal admission and at least one other time set by their program prior to clinical practicum / student teaching. Candidate self-evaluation is used to help promote self-awareness, responsibility and accountability of one's professional development. Self-evaluations may be used as a component of professional planning and advisement. Candidate self-evaluation will not be used for decision-making regarding progress through the program. Candidate self-evaluation is only used to help candidates take ownership over their professional development.

Procedure for Self-Evaluation by Candidates
Candidates will complete a self-evaluation using the Millersville Growth Mindset Disposition Evaluation rubric and will write reflective statements about the four values. Students will be given guidelines and prompts to help them with this process. These ratings and reflective writings will be available to faculty before they evaluate candidates on these same items.

Procedure for Evaluation by Faculty
Candidates will be evaluated by teams of content and education faculty who will discuss each candidate individually. Candidates will begin with a rating of "Developing Professional." Faculty will change these ratings based on evidence. Candidates who receive ratings of "Ineffective Dispositions" will be required to write a narrative reflective response and may meet with faculty to discuss their ratings. Students will be given guidelines and prompts to help them with this process. Candidates who receive ratings of Unprofessional Behavior, will then receive a "not recommend" to their next program transition point and a formal review process will automatically be required consistent with the procedures in the Professionalism Policy.

The candidate appreciates personal strengths and seeks professional improvement.
1. Reflects on positive qualities that they see in themself
2. Questions and critically evaluates their own beliefs and practices
3. Sets goals and persists in improving as an educator

The candidate appreciates students' positive qualities and their ability to grow.
1. Reflects on students' strengths and personal qualities as the basis for learning and growth
2. Reflects on students' family and community environment strengths as a basis for learning and growth
3. Believes that all students are able to demonstrate substantial learning

The candidate appreciates collaboration with colleagues
1. Believes that their colleagues are well meaning and have valuable experience
2. Provides feedback to and accepts feedback from colleagues
3. Recognizes systemic problems and works with others to make positive change

The candidate believes in the importance of ideas and learning
1. Engenders passion in students for learning and ideas being taught
2. Challenges students to persevere, pressing for rigorous thinking and quality work
3. Engages in and encourages questioning of ideas

Millersville Candidate Professional Behaviors Items (full rubric below)

1. Demonstrates Professional Communication
2. Demonstrates Honesty and Integrity
3. Demonstrates Respect for Diversity and Civil Rights of Others
4. Demonstrates Professional Relationships
5. Demonstrating Professionalism

Millersville Growth Mindset Disposition Rubric

The candidate appreciates personal strengths and seeks professional improvement.			
Indicator	Ineffective Dispositions Negative, blaming, fixed mind set	Developing Professional Inconsistent / not explicitly demonstrated / trying when supported	Effective Professional Dispositions Appreciative / growth mindset
Reflects on positive qualities that they see in themself.	Only focuses on shortcomings - overly critical of self.	Recognizes some developing strengths when prompted.	The candidate has strong beliefs in their own strengths and believes these can be used to positively impact students.
Questions and critically evaluates their own beliefs and practices	Shows disdain for legitimacy of opposing beliefs. Very resistant to feedback.	Recognizes possibility of implicit biases and misconceptions and practices that may not actively engage in questioning these beliefs.	Has changed beliefs when evidence suggests beliefs do not serve students. Shows openness to ongoing questioning, while maintaining conviction and passion when convinced beliefs serve student interests.
Sets goals and persists in improving as an educator.	Does not show efforts to improve and grow as an educator.	Recognizes that educators can always learn, but is not proactive in setting, working toward, or evaluating goals. Takes evaluation personally and has difficulty using	Frequently thinks about goals for professional improvement and makes concrete efforts to work toward goals, often using strengths as a foundation for improvement.

		evaluation for improvement.	
The candidate appreciates students' positive qualities and their ability to grow.			
Indicator	Ineffective Dispositions Negative, blaming, fixed mind set	Developing Professional Inconsistent / not explicitly demonstrated / trying when supported	Effective Professional Dispositions Appreciative / growth mindset
Reflects on students' strengths and personal qualities as the basis for learning and growth	Focuses on negative qualities of students - frequently blaming students and complaining about students.	Focuses on negative qualities for some students, but makes attempt to understand positive qualities especially with prompting.	Focuses first on student strengths. Recognizes specific positive qualities for all students.
Reflects on students' family and community environment strengths as a basis for learning and growth.	Has negative beliefs about family commitment and community.	Sees some families / communities as deficits that need to be overcome. Open to appreciating positive qualities with new experiences.	Appreciates the positive intentions and strengths family and community provide for all students.
Believes that all students are able to demonstrate substantial learning.	Believes students have aptitudes that determine whether they will be able to make substantial gains.	Sometimes believes student aptitude limits ability to learn, but still works to help them learn.	Believes that all students are able to demonstrate substantial learning and demonstrates belief through persistence in working with students even when they struggle.
The candidate appreciates collaboration with colleagues			
Indicator	Ineffective Dispositions Negative, blaming, fixed mind set	Developing Professional Inconsistent / not explicitly demonstrated / trying when supported	Effective Professional Dispositions Appreciative / growth mindset
Believes that their colleagues are well meaning and have valuable experience	Does not want to work with others, perhaps disparaging their intentions, or potential contributions.	Willing to work with colleagues but may often prefer to work alone.	Believes that their colleagues are well meaning and have valuable experience that can be helpful to themselves and their students.
Provides feedback to and accepts feedback from colleagues	Very resistant to feedback from others. Provides feedback that is very superficial.	Willing to listen to and give feedback, but true engagement is limited.	Provides valuable feedback to colleagues and values and takes seriously feedback from colleagues.
Recognizes systemic problems and works with others to make positive change	Rejects involvement in solving problems that go beyond their immediate responsibilities.	Is primarily passive in addressing systemic problems, but will get involved to at least a minimal degree with encouragement.	Recognizes systemic problems (for example, need for curriculum change, inequity, policies that don't serve students well) and works with others to make positive change.
The candidate believes in the importance of ideas and learning			
Indicator	Ineffective Dispositions Negative, blaming, fixed mind set	Developing Professional Inconsistent / not explicitly demonstrated / trying when supported	Effective Professional Dispositions Appreciative / growth mindset
Engenders passion in students for ideas being taught	Expresses negativity about the value of learning or ideas being taught.	Cares about, but does not explicitly express passion for learning or ideas being taught.	Expresses passion for and engenders passion in students for learning and ideas being taught
Challenges students to persevere, pressing for rigorous thinking and quality work	Holds low expectations especially for specific students, accepting sloppy work and poor thinking as acceptable.	Does not consistently press students to demonstrate rigorous thinking and quality work.	Challenges all students to persevere, pressing for rigorous thinking and quality work by all students.
Engages in and encourages questioning of ideas	Shuts down questioning and discussion of ideas insisting on only one way of thinking.	Is not personally active in questioning of ideas and allows to a minimal extent questioning of ideas by students. Attempts to develop skills for doing so with feedback.	Believes that knowledge is tentative and growing and engages in and encourages questioning of ideas by students.

Millersville Candidate Professional Behaviors Rubric

based on the Code of Professional Practice and Conduct for Educators (referred to here as the "code") and the Danielson Framework for Effective Teaching

Component	Unprofessional Behavior (unacceptable)	Developing Professional (minimal acceptable)	Professional Behavior
Demonstrates Professional Communication Code of Professional Practice 235.4. (7 & 8)	Exhibits unacceptable professional language verbal and written communications with parents, students and staff that does not reflect sensitivity to the fundamental human rights of dignity, privacy, and respect.	Exhibits inconsistent acceptable and professional language and communications skills, but adjusts communication to acceptable practice with guidance and feedback.	Verbal and written communications with parents, students and staff reflects sensitivity to the fundamental human rights of dignity, privacy and respect. Candidates shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
Demonstrates Honesty and Integrity Code of Professional Practice 235.3. Purpose & 235.5. Conduct	Displays a pattern of dishonest or deceitful behavior. Deliberately lies for personal advantage.	Is truthful and honest in dealing with others except in minor and isolated circumstances.	Is truthful and honest in dealing with others. Shows integrity when faced with challenging situations.
Respects Diversity and civil rights of others Code of Professional Practice 235.4.4, 235.4.5, 235.8	Discriminates on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest or other basis. Interferes with a student's or colleague's exercise of political and civil rights and responsibilities. Rejects the value of diversity in practice or disregards the need for consistency in treatment of students, fellow educators, and parents.	Respects the civil rights of all and does not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive. Candidates shall not Interfere with a student's or colleague's exercise of political and civil rights and responsibilities. Inconsistencies in treatment of students, fellow educators and parents is improved with feedback. Accepts value of diversity in educational practice with support and instruction.	Respects the civil rights of all and does not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive. Candidates shall not Interfere with a student's or colleague's exercise of political and civil rights and responsibilities. Exhibits consistent and equitable treatment of students, fellow educators and parents. Candidates shall accept the value of diversity in educational practice.

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Demonstrates Professional Relationships Based on Danielson "Participating in a Professional Community	Demonstrates relationships with colleagues that are negative or self-serving. The candidate avoids participation in a professional culture of inquiry, resisting opportunities to become involved.	Demonstrates professional relationships that are cordial and minimally fulfills required duties recommended by faculty and mentors.	Demonstrates professional relationships that are characterized by mutual support and cooperation; taking initiative in a culture of professional inquiry, program events and projects, making substantial contributions.
Demonstrates Commitment to Becoming a Professional Based on Danielson "Showing Professionalism"	Demonstrates poor commitment to education, or ability to take on responsibilities. Disregards the norms of the school in terms of timeliness, dress, grooming, and engagement with work	Demonstrates inconsistent commitment to education however, accepts feedback and works to make improvements.	Demonstrates full commitment to education and a willingness to take on and fulfill responsibilities.

The specified expectations taken from the code are not meant to exclude other aspects of legal requirements and conduct described in the code. All candidates are expected to adhere to all aspects of the code and may receive unsatisfactory evaluations and / or professional development plans based on violations of the code.