

Logsdon, Jeremy

From: Logsdon, Jeremy
Sent: Friday, April 25, 2025 7:44 PM
To: [REDACTED]
Subject: LITE 537 Dispositions and Anthology
Attachments: [REDACTED]_advanced_dispositions_rubric_LITE537.pdf

[REDACTED],

As part of our accreditation process, in the School of Teacher Education, we now rate all of our students on dispositions on a 3-point scale in certain classes you will take during your Master's program. LITE 537 is one of those classes. If you are in multiple classes at the same time, you will have multiple dispositions documents that may look identical. Please note the attached rubric for the class you are in with me, LITE 537.

I do want to emphasize that your actual disposition rating is not attached to a grade in any way, shape, or form. This has nothing to do with your progress through the program; it is merely one of the ways in which we collect data for accreditation purposes. Please also note that, while 3 is the highest, the only score that is troublesome is a rating of 1. Having scores of 2 is not a negative rating.

That said, it is attached to a grade in that you now need to upload this to your Anthology portfolio. This is worth 10% of your grade in LITE 537. The following video will walk you through the general process. You should see Dispositions at the top of your portfolio (even though it may not appear in the video). You'll upload this completed dispositions instrument in Anthology, and you will enter my name – Jeremy Logsdon - as the Assessor.

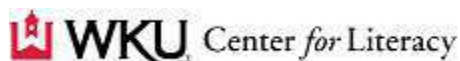
In the event this is one of your first classes in your program, you may have not made an Anthology account before, so please refer to the first video. If you have already used or logged in to Anthology, refer to the second and third videos as needed.

- How to Make Portfolio (and access previously created portfolio) [This video is only if you need a refresher on how to make a portfolio. You do not need to make a new one.]
 - <https://www.youtube.com/watch?v=0YJ0NPB5-W8> [1:44]
- How to Submit an Assignment in Blackboard into Anthology [This video is to show you how to upload assignments. Dispositions work the same way.]
 - <https://www.youtube.com/watch?v=iFJGLkNKCHE> [2:40]

Thanks,
Dr. Logsdon

Dr. Jeremy Logsdon

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Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs
College of Education and Behavioral Sciences
Western Kentucky University



Active Engagement	Unacceptable (1)	Approaching (2)	Target (3)	Not Applicable or No Basis for Judgment
<ul style="list-style-type: none"> • <i>Maintains purposeful and intensive involvement in the learning</i> • <i>Invests time, effort, and focus to create and sustain intellectual and emotional connections with both peers and professors</i> • <i>Pursues appropriate and effective communication with the professor</i> 	<p>The graduate student lacks earnest participation in discussions and in the learning in general. They inconsistently access course materials, frequently miss assignment deadlines, and maintain minimal or no communication with the professor. The graduate student's academic connections with peers and the professor are wanting.</p>	<p>The graduate student demonstrates adequate participation in discussions with occasional insightful contributions that establish academic connections with peers and the professor. They stay involved in the learning, accessing course materials with reasonable consistency. They engage in meetings with the professor as needed, show acceptable interest in academic support, and manage to meet assignment deadlines on most occasions.</p>	<p>The graduate student shows ongoing and deep commitment to the learning. They work to establish and substantiate scholarly connections to peers and to the professor. In discussions, they consistently and meaningfully contribute. They actively participate in meetings as needed with the professor and purposively meet assignment deadlines.</p>	
Cultural Competence	Unacceptable (1)	Approaching (2)	Target (3)	Not Applicable or No Basis for Judgment
<ul style="list-style-type: none"> • <i>Demonstrates cultural respect, understanding, and equitable treatment for all individuals</i> • <i>Responds respectfully to diverse opinions and lifestyles</i> 	<p>The graduate student needs prompts and supports to identify cultural constructions, barriers, and needs in their course assignments and in class discussions. Cultural or equitable considerations are</p>	<p>The graduate student's assignments and contributions to discussions in class represent a general understanding of cultural constructions, barriers, and needs. The graduate student requires prompts to go deeper in</p>	<p>The graduate student has a thorough understanding of and demonstrates considerations for cultural and equitable norms in their course assignments and scholarly discourse. The graduate student demonstrates</p>	

<ul style="list-style-type: none"> • <i>Supports and institutionalizes cultural knowledge</i> • <i>Assesses and adapts norms, policies, and values as they pertain to equity</i> 	missing in their proposed solutions or assignments. Respect for diverse opinions and lifestyles is neither consistent nor professional.	their consideration of those stakeholders that may be impacted by their proposed instructional or leadership practices. A professional respect for diverse opinions and lifestyles is present. The graduate student's represented understanding of equity is developing.	genuine respect for the opinions and lifestyles of all and seeks and is receptive to the interests and opinions of all stakeholders. The graduate student proposes solutions and suggestions that engage stakeholders and remove barriers at the university and in field-related institutions outside of the university.	
Ethical Agency	Unacceptable (1)	Approaching (2)	Target (3)	Not Applicable or No Basis for Judgment
<ul style="list-style-type: none"> • <i>Functions in line with accepted notions of right and wrong, professional standards, and societal laws</i> • <i>Exemplifies honesty and integrity</i> • <i>Complies with university and field-situated policies</i> • <i>Progresses through the program understanding that faculty are adopting a presumption of confidence</i> 	The graduate student's understanding of and adherence to professional standards are, at times, absent. The graduate student is negligent in maintaining the line between right and wrong, not always demonstrating honesty and integrity in their work or interactions with others. University and field-situated policies are often disregarded. The faculty's presumption of confidence in the graduate student is breached by the graduate student.	The graduate student's demeanor presents as though they are operating within established constructs of right and wrong, professional standards, and societal laws. The graduate student seems to be honest and functioning within university and field-situated policies. The graduate student's understanding of the faculty's presumption of confidence in them is present but lacks deep effect on their progression through the program of study.	The graduate student demonstrates a dedication to doing the right thing no matter the circumstance. They have a focus on honesty and follow university, district, and school-level policies in all their work. The graduate student understands that their academic journey is situated in the professor's belief and trust in the graduate student's competency and abilities; the graduate student acts accordingly.	
Reflective Practice	Unacceptable (1)	Approaching (2)	Target (3)	Not Applicable or No Basis for Judgment
<ul style="list-style-type: none"> • <i>Accepts responsibility for decisions and actions</i> • <i>Engages in critical self-reflection</i> • <i>Integrates feedback</i> • <i>Makes both data-informed and evidence-based decision</i> 	The graduate student may recall and summarize without reflection and self-awareness. Additionally, they may blame others for negative outcomes or respond negatively or not at all to feedback. Any decisions are made intuitively or emotionally	The graduate student describes their beliefs, biases, decisions, and actions but inconsistently recognizes how their beliefs, biases, decisions, and actions influence both successes and failures. They identify relevant theoretical knowledge but do	The graduate student demonstrates self-awareness by examining the influence of their beliefs, biases, decisions, and actions on both successes and failures. They comprehensively assess practice, articulating the	

<ul style="list-style-type: none"> <i>Bridges theoretical and practical knowledge</i> 	<p>instead of based on data or evidence. They may convey some practical knowledge, but they do not make connections to theoretical knowledge. They do not demonstrate growth or positive changes in practice.</p>	<p>not clearly connect to practice. Their response to feedback is mostly positive, but they apply the feedback inconsistently, either responding only to selected feedback or not applying feedback to new contexts. Their decisions are informed by examining limited data and evidence, but changes do not lead to significant improvements in outcomes.</p>	<p>connection between theoretical and practical knowledge. Their response to feedback is positive, seeking and incorporating feedback from diverse sources. Their decisions are informed by examining multiple sources of data and evidence and applying insights to improve student outcomes through improved practice.</p>	
Scholarly Communication	Unacceptable (1)	Approaching (2)	Target (3)	Not Applicable or No Basis for Judgment
<ul style="list-style-type: none"> <i>Utilizes professional tonality in all communication</i> <i>Employs the academic language and professional discourses of the discipline</i> <i>Displays enhanced verbal communication skills, including effective speaking and active listening</i> <i>Models person-first language</i> <i>Adjusts language and register for all stakeholders as appropriate</i> 	<p>The graduate student's communications are unprofessional. The graduate student's language does not display the knowledge and beliefs that are acquired through scholarly work in their discipline. Verbal communication skills are weak, and the graduate student appears to have a single language and register for all situations. The graduate student must be reminded often to use person-first language in their spoken and written work.</p>	<p>The graduate student's communications are mostly professional in tone. The graduate student is proficient in their use of professional discourse and discipline-specific academic language. The graduate student's speaking and listening skills are adequate, and person-first language is used in most cases. The graduate student shows the ability to adjust their language and register, although the adjustments are not always made smoothly.</p>	<p>The graduate student's communication skills are highly developed, consistently professional in tone, and include the ability to speak and listen well. The graduate student incorporates the academic language and professional discourses of the discipline in their written work and in discussions in class. The graduate student always uses person-first language. They demonstrate the ability to tactfully adjust their language and register to match and honor the needs of all stakeholders.</p>	
Scholarly Initiative	Unacceptable (1)	Approaching (2)	Target (3)	Not Applicable or No Basis for Judgment
<ul style="list-style-type: none"> <i>Demonstrates a proactive pursuit of and persistence toward serious study</i> <i>Exhibits enthusiasm for learning</i> 	<p>The graduate student shows signs of quiet quitting, putting in the minimum amount of academic effort required to complete the program while not appearing to value feedback and</p>	<p>The graduate student's focus toward scholarly development ebbs and flows. They show enthusiasm and take initiative at times, only to sometimes falter and compel others to finish the</p>	<p>The graduate student presents as regarding all course work as valuable; they reflect, discuss, and write with a fervor for expanding knowledge.</p>	

<ul style="list-style-type: none"> • <i>Presents as a responsible intellectual self-starter, acting and taking charge without prompting while allowing others to lead when their leading may be more effective</i> • <i>Asks questions out of a curiosity for venturing off the prescribed path toward knowledge as long as the new path aligns with the goals of the graduate program</i> • <i>Requests feedback that identifies academic weaknesses</i> 	<p>guidance toward personal scholarly growth. They ask for outside guidance and for others to take charge of the learning and only respond enough to prompting and guidance to pass courses and receive the degree.</p>	<p>task. They appear to welcome and value feedback, but their application of feedback that addresses academic areas for growth is at times inadequate.</p>	<p>The graduate student seeks academic feedback and incorporates the feedback into future work. They go above and beyond required tasks, reaching for as much learning as possible. The graduate student's questions are inquisitive and demonstrate the student's pondering stance toward academic development.</p>	
Scholarly Responsibility	Unacceptable (1)	Approaching (2)	Target (3)	Not Applicable or No Basis for Judgment
<ul style="list-style-type: none"> • <i>Demonstrates sincere openness and responsiveness to the ideas of others</i> • <i>Supports positive and appropriate interaction, even in times of struggle</i> • <i>Addresses and adjusts to graduate-level administration issues (scheduling, deadlines, bursar requirements, and more)</i> • <i>Values communication that leads to learning and seeks to resolve conflicts that interfere with said communication</i> 	<p>The graduate student's interaction with others does not indicate a willingness to seek to understand before, or even along with, seeking to be understood. In times of difficulty, they focus on and blame others rather than focusing on the issue that is interfering with their learning. The graduate student shows an ongoing inability to direct their efforts toward learning as the goal, instead allowing their attention to linger on obstacles and delays, regardless of how efficiently those are addressed by graduate faculty and staff.</p>	<p>The graduate student's focus is on learning but can be drawn away from time to time by problems that may arise along the graduate pathway. The graduate student's communication is appropriate but not always directed toward learning and knowledge. The graduate student responds to administrative issues but depends on others for support.</p>	<p>The graduate student demonstrates a focus on learning and a sincere desire for understanding in their communication with graduate faculty and other students. They take an active role in determining the direction of their own studies and strive to recognize and acknowledge the scholarly contributions of others. Their efforts and attention concerning administrative issues or conflicts are appropriately directed, allowing the graduate student to expeditiously return to the desired focus on learning.</p>	