

Teacher Education Unit Dispositions Rubric

VALUES LIFE-LONG LEARNING AND KNOWLEDGE			
Unacceptable	Developing	Proficient	Advanced
ENGAGEMENT			
<p>The candidate:</p> <ul style="list-style-type: none"> • Is inattentive • Rarely participates • Constantly needs to be reminded to stay on task • Intentionally distracts others from learning • Is reluctant to take initiative in field experiences, classroom activities or discussions • Fails to make-up missed work • Does not attend class on a regular basis or is late often • Displays negative attitude towards involvement 	<p>The candidate:</p> <ul style="list-style-type: none"> • Occasionally is inattentive • Occasionally participates • May inadvertently distract others • Occasionally takes initiative in field experiences, classroom activities or discussions • Does only what is required • Avoids challenging work • Makes up missed work when reminded • Generally displays a positive attitude towards involvement 	<p>The candidate:</p> <ul style="list-style-type: none"> • Pays attention • Consistently participates • Takes initiative in field experiences or in classroom activities or discussions • Engages in challenging work • Makes up missed work promptly • Attends class on a regular basis • Displays a positive attitude toward involvement 	<p>The candidate:</p> <ul style="list-style-type: none"> • Intently focuses on subject matter • Actively participates which enhances the learning experience for others • Consistently shows initiative in class or field experiences • Embraces challenging work • Makes arrangements to make up assignments prior to absences and completes missed work • Displays a positive attitude toward involvement that is engaging to other participants
SELF-REFLECTION AND CRITICAL THINKING			
<p>The candidate:</p> <ul style="list-style-type: none"> • Avoids self-reflection or is unable to self-reflect for growth • Reacts defensively to suggestions • Wants explicit instruction on what to do • Cannot handle ambiguity 	<p>The candidate:</p> <ul style="list-style-type: none"> • Superficially self-reflects • Hears yet dismisses suggestions • Occasionally requests instruction on what to do • Appears interested by other points of view but has trouble acting on them 	<p>The candidate:</p> <ul style="list-style-type: none"> • Self-reflects for growth • Responds to suggestions and acts upon them • Rarely needs to have explicit instructions • Invites and acts on multiple perspectives 	<p>The candidate:</p> <ul style="list-style-type: none"> • Is committed to self-reflection • Seeks out suggestions for growth • Articulates multiple perspectives independently

Comments:

VALUES DIVERSITY			
Unacceptable	Developing	Proficient	Advanced
RELATIONSHIPS WITH OTHERS			
<p>The candidate:</p> <ul style="list-style-type: none"> • Avoids those who present viewpoints or experiences that differ from his/her own • Participates in the use of negative stereotypes and language in interactions with others • Acts on the belief that <u>not</u> all children can learn • Is unaware or unwilling to reflect upon own knowledge, skills and dispositions concerning diversity thereby preventing change or growth 	<p>The candidate:</p> <ul style="list-style-type: none"> • Usually works only with those of similar backgrounds and viewpoints but generally interacts with others in a polite, courteous and professional manner • Does not intervene when others use negative stereotypes and language in interactions with others • Is conflicted about the belief that all children can learn • Exhibits inconsistent or inaccurate analysis of own knowledge, skills and dispositions concerning diversity 	<p>The candidate:</p> <ul style="list-style-type: none"> • Works constructively with others of different backgrounds and viewpoints • Voices discomfort with other's use of negative stereotypes and language in interactions with others • Believes that all children can learn • Analyzes own knowledge, skills and dispositions concerning diversity to grow personally and professionally 	<p>The candidate:</p> <ul style="list-style-type: none"> • Actively seeks opportunities to work and interact with those of different backgrounds • Confronts use of negative stereotypes and language in interactions with others and promotes pro-social behavior • Acts on the belief that all children can learn and sets challenging expectations • Serves as an advocate for the benefits of diversity based on own growth

Comments:

VALUES COLLABORATION			
Unacceptable	Developing	Proficient	Advanced
WORKING WITH INDIVIDUALS OR GROUPS			
<p>The candidate:</p> <ul style="list-style-type: none"> Shows little or no regard for other people or their ideas Puts forth little or no effort to do a fair share of the work Demonstrates no initiative within collaborative settings 	<p>The candidate:</p> <ul style="list-style-type: none"> Accepts ideas of others Conforms to assigned roles, only doing the minimum required amount of the work Demonstrates limited initiative within collaborative settings 	<p>The candidate:</p> <ul style="list-style-type: none"> Incorporates ideas of others to promote group success Contributes ideas and effort to the group Within collaborative settings, takes initiative with group responsibilities, completing them in a timely manner 	<p>The candidate:</p> <ul style="list-style-type: none"> Encourages the use of ideas from all to ensure success for the group Actively promotes group goals through collaborative efforts Takes a leadership position and promotes completion of tasks by group members
COMMUNICATING ACROSS GROUPS			
<p>The candidate:</p> <ul style="list-style-type: none"> Avoids conversations or is argumentative or defensive with professionals, families and/or community members 	<p>The candidate:</p> <ul style="list-style-type: none"> Attends to conversations with peers, professionals, families and/or community members 	<p>The candidate:</p> <ul style="list-style-type: none"> Willingly and consistently participates in conversations with peers, professionals, families and/or community members 	<p>The candidate:</p> <ul style="list-style-type: none"> Actively facilitates conversations with peers, professionals, families and/or community members

Comments:

VALUES PROFESSIONALISM			
Unacceptable	Developing	Proficient	Advanced
PREPARATION			
<p>The candidate:</p> <ul style="list-style-type: none"> • Is unreliable and tardy in completing work • Completes the work without attention to quality, clarity or adequate preparation • Fails to notify instructor/supervisor before absence/tardiness 	<p>The candidate:</p> <ul style="list-style-type: none"> • Is usually punctual and reliable in completing work • Completes the work to meet minimum requirements for quality, clarity or adequate preparation • Notifies instructor/supervisor before absences/tardiness 	<p>The candidate:</p> <ul style="list-style-type: none"> • Is punctual and reliable in completing work • Creates products that exhibit attention to detail and evidence of thoughtful analysis and adequate time allocated for planning and work • Usually makes prior arrangements with instructor/supervisor when absence is necessary 	<p>The candidate:</p> <ul style="list-style-type: none"> • Completes work before deadlines • Completes work of exceptional quality with evidence of personal reflection, revision, initiative and creativity • Always makes prior arrangements with instructor/supervisor when absence is necessary
POLICIES AND PROCEDURES			
<p>The candidate:</p> <ul style="list-style-type: none"> • Sometimes disregards known policies or restrictions • Sometimes wants exceptions to be made for himself/herself • Sometimes tries to circumvent established rules (e.g., appearance, behavior, attendance, language, etc.) 	<p>The candidate:</p> <ul style="list-style-type: none"> • Usually follows rules and policies without having to be reminded by others • When reminded about breaches of rules or policies, accepts them and does not attempt to circumvent them 	<p>The candidate:</p> <ul style="list-style-type: none"> • Follows rules and policies consistently and accepts responsibility for personally following them (e.g., appearance, behavior, attendance, language, etc.) • Shares concern about rules with appropriate parties but honors the rules 	<p>The candidate:</p> <ul style="list-style-type: none"> • Follows rules and policies and encourages others to respect them • Shows exemplary patterns of behavior with respect to rules and policies • Shares concern about rules with appropriate parties, facilitates dialogue for making changes and is proactive in offering solutions
PROFESSIONAL DEVELOPMENT			
<p>The candidate:</p> <ul style="list-style-type: none"> • Shows no interest in pursuing a personal plan for professional growth • Ignores opportunities for development when they arise • Has not created a plan for professional growth 	<p>The candidate:</p> <ul style="list-style-type: none"> • Shows limited interest in pursuing a personal plan for professional growth • Limits participation in professional development to required activities • Has created a cursory plan for professional growth 	<p>The candidate:</p> <ul style="list-style-type: none"> • Seeks out opportunities as part of a personal plan for professional growth • Is active in professional development; for example, is an active member of a professional organization, attends professional activities, and/or volunteers for service • Has created a plan for professional growth 	<p>The candidate:</p> <ul style="list-style-type: none"> • Maintains and continuously revisits a personal plan for professional growth • Is highly engaged in professional development; for example, provides leadership and/or is an advocate for individual students or the teaching profession • Has enacted a plan for professional growth

VALUES PERSONAL INTEGRITY			
Unacceptable	Developing	Proficient	Advanced
EMOTIONAL MATURITY			
<p>The candidate:</p> <ul style="list-style-type: none"> • Demonstrates a pattern of losing control of emotions, showing outbursts of anger or disrespect toward peers or others • Avoids personal responsibility for his/her emotions and behaviors, blaming others or outside circumstances for loss of emotional control 	<p>The candidate:</p> <ul style="list-style-type: none"> • Is susceptible to losing control of emotions in isolated circumstances • Accepts personal responsibility for his/her actions and works toward developing more appropriate responses 	<p>The candidate:</p> <ul style="list-style-type: none"> • Maintains control of emotions, except under rare circumstances • Accepts and reflects upon alternative methods of expressing emotions, making sincere amends for rare loss of control 	<p>The candidate:</p> <ul style="list-style-type: none"> • Maintains control of emotions regardless of circumstances • Accepts complete responsibility for actions, employing effective conflict resolution strategies
ETHICAL BEHAVIOR			
<p>The candidate:</p> <ul style="list-style-type: none"> • Displays a pattern of dishonest or deceitful behavior • Deliberately lies for personal advantage • Betrays confidences • Does not treat others fairly and equitably • Does not exert reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety 	<p>The candidate:</p> <ul style="list-style-type: none"> • Is truthful and honest in dealing with others except in minor and isolated circumstances • Strives to be trustworthy and keep his/her word • Inconsistently maintains confidentiality • Usually treats others fairly and equitably • Usually exerts reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety 	<p>The candidate:</p> <ul style="list-style-type: none"> • Is truthful and honest in dealing with others • Shows integrity when faced with challenging situations • Maintains confidentiality • Exhibit consistent and equitable treatment of others • Exerts reasonable effort to protect others from conditions that interfere with learning or are harmful to their health and safety 	<p>The candidate:</p> <ul style="list-style-type: none"> • Has an impeccable reputation for always being truthful and honest in dealing with others • Described as a model of integrity • Maintains confidentiality • Demonstrates and advocates for equitable treatment of others • Initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their health and safety

Comments:

Evaluator name/Signature/Date

Student name/Signature/Date