

School of Education Disposition Rubric

This is a formative assessment rubric and is intended to indicate the development of a teaching candidate along a continuum from beginning to experienced. The level is an indicator of where the teacher candidate falls in the development of becoming a professional educator, a life-long learner, and a practitioner engaging in continuous improvement.

Category	N/A	Level 1	Level 2	Level 3	Level 4	Level 5
Social and Ecological Justice TPE 1.3, 6.2, 6.5	Has not had an opportunity to demonstrate this disposition.	Observable behaviors by the candidate may include: <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 social and ecological justice thereby preventing change or growth 	Observable behaviors by the candidate may include: <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 social and ecological justice 	Observable behaviors by the candidate may include: <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 social and ecological justice to grow personally and professionally 	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> • Actively seeks opportunities to work and interact with those of different backgrounds • Actively intervenes when others use negative stereotypes and language in interactions • Acts on the belief that all children can learn and sets challenging expectations 	All of Level 4 plus <ul style="list-style-type: none"> • Serves as an advocate for social and ecological justice as described in the SOE conceptual framework.
Communication TPE 1.2, 6.3, 3.4	Has not had an opportunity to demonstrate this disposition.	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> • Avoids conversations or is argumentative or defensive with professionals, families and/or community members • Written, oral, or non-verbal communication is inappropriate for educational setting or the intended audience. • Demonstrates poor mastery of academic language 	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> • Attends to conversations with peers, professionals, families and/or community members • Oral and written language errors do not interrupt the meaning • Non-verbal communications are not a distraction 	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> • Willingly participates in conversations with peers, professionals, families and/or community members • Demonstrates an effort to communicate effectively • Uses appropriate tools for communication • Uses non-verbal communication appropriately 	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> • Actively facilitates positive conversations with peers, professionals, families and/or community members • Adapts written and oral communication to situations • Demonstrates integrity and diplomacy in communication • Uses non-verbal communication strategically to convey meaning 	All of Level 4 plus <ul style="list-style-type: none"> • Promotes positive interactions across multiple contexts.

School of Education Disposition Rubric

This is a formative assessment rubric and is intended to indicate the development of a teaching candidate along a continuum from beginning to experienced. The level is an indicator of where the teacher candidate falls in the development of becoming a professional educator, a life-long learner, and a practitioner engaging in continuous improvement.

<p>Self-Reflection and Critical Thinking</p> <p>TPE 6.1, 6.4</p>	<p>Has not had an opportunity to demonstrate this disposition.</p>	<p>Observable behaviors by the candidate may include:</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 • Does not address problems or seek solutions 	<p>Observable behaviors by the candidate may include:</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>Observable behaviors by the candidate may include:</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>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Is committed to self-reflection • Seeks out suggestions for growth • Proactively identifies potential problems and a range of solutions that are applied appropriately • Articulates multiple perspectives independently 	<p>All of Level 4 plus</p> <ul style="list-style-type: none"> • Utilizes reflection and critical thinking for self-directed growth
<p>Professional Ethics</p> <p>TPE 6.6, 6.5</p>	<p>Has not had an opportunity to demonstrate this disposition.</p>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Displays a pattern of dishonest or deceitful behavior • Deliberately lies for personal advantage • Betrays confidentiality and student anonymity • 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 • Blames others and/or the circumstances for the consequences of his or her actions, decisions, and behaviors 	<p>Observable behaviors by the candidate may include:</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 and/or student anonymity • 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 • Accepts responsibility for his or her actions, decisions, and behaviors 	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Is truthful and honest in dealing with others • Shows integrity when faced with challenging situations • Maintains confidentiality and/or student anonymity • 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 • Demonstrates that his or her actions, decisions, and behaviors can affect student learning and the success of others 	<p>Observable behaviors by the candidate may include:</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 and/or student anonymity • Demonstrates equitable treatment of others • Initiates preventative methods to protect others from conditions that interfere with learning or are harmful to their health and safety 	<p>All of Level 4 plus</p> <ul style="list-style-type: none"> • Advocates for equitable treatment of others

School of Education Disposition Rubric

This is a formative assessment rubric and is intended to indicate the development of a teaching candidate along a continuum from beginning to experienced. The level is an indicator of where the teacher candidate falls in the development of becoming a professional educator, a life-long learner, and a practitioner engaging in continuous improvement.

<p>Professional Development</p> <p>TPE 6.1</p>	<p>Has not had an opportunity to demonstrate this disposition.</p>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Shows no interest in pursuing professional growth • Ignores opportunities for development when they arise 	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Shows limited interest in pursuing professional growth • Limits participation in professional development to required activities 	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Seeks out opportunities 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 	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Maintains and continuously revisits professional growth • Is highly engaged in professional development 	<p>All of Level 4 plus</p> <ul style="list-style-type: none"> • Provides leadership and/or is an advocate for individual students or the teaching profession
<p>Professional Responsibility</p>	<p>Has not had an opportunity to demonstrate this disposition.</p>	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Frequently misses deadlines • Submits paperwork that is incomplete or inaccurate • Is uncooperative with policies and paperwork • Unresponsive to electronic communication • Often wants exceptions • Thinks handbook and SOE policies are for other people 	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Meets deadlines with minimal prompting • Attends and is prepared for activities • Attempts to adhere to all handbook and SOE policies 	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Meets deadlines with no prompting • Required paperwork is complete and organized • Adheres to all handbook and SOE policies 	<p>Observable behaviors by the candidate may include:</p> <ul style="list-style-type: none"> • Plans in advance for requirements and deadlines • Takes responsibility for meeting program, degree, and certification requirements • Recognizes the importance and purpose of the handbook and SOE policies and respects their intent 	<p>All of Level 4 plus</p> <ul style="list-style-type: none"> • Exemplifies professionalism