

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.

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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.

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Self-Reflection and Critical Thinking TPE 6.1, 6.4	Has not had an opportunity to demonstrate this disposition.	Observable behaviors by the candidate may include: <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 	Observable behaviors by the candidate may include: <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 	Observable behaviors by the candidate may include: <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 	Observable behaviors by the candidate may include: <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 	All of Level 4 plus <ul style="list-style-type: none"> • Utilizes reflection and critical thinking for self-directed growth

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Professional Ethics TPE 6.6, 6.5	Has not had an opportunity to demonstrate this disposition.	Observable behaviors by the candidate may include: <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 	Observable behaviors by the candidate may include: <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 	Observable behaviors by the candidate may include: <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 	Observable behaviors by the candidate may include: <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 	All of Level 4 plus <ul style="list-style-type: none"> • Advocates for equitable treatment of others

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Professional Development TPE 6.1	Has not had an opportunity to demonstrate this disposition.	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> • Shows no interest in pursuing professional growth • Ignores opportunities for development when they arise 	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> • Shows limited interest in pursuing professional growth • Limits participation in professional development to required activities 	Observable behaviors by the candidate may include: <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 	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> • Maintains and continuously revisits professional growth • Is highly engaged in professional development 	All of Level 4 plus <ul style="list-style-type: none"> • Provides leadership and/or is an advocate for individual students or the teaching profession

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Professional Responsibility	Has not had an opportunity to demonstrate this disposition.	Observable behaviors by the candidate may include: <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 	Observable behaviors by the candidate may include: <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 	Observable behaviors by the candidate may include: <ul style="list-style-type: none"> • Meets deadlines with no prompting • Required paperwork is complete and organized • Adheres to all handbook and SOE policies 	Observable behaviors by the candidate may include: <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 	All of Level 4 plus <ul style="list-style-type: none"> • Exemplifies professionalism