Student Disposition Rubric

**Disposition Assessment Rubric: Advanced Programs**

**4-16-13**

**Professional Deportment – The Educator as a Person**

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| **Criterion** | **Exceeds Expectations****(4)** | **Proficient****(3)** | **Adequate****(2)** | **Below Expectations****(1)** | **No Bases****(NB)** | **Self Score** |
| **Dress and Appearance.** | Candidate’s appearance and manner of dress is appropriate to the setting at all times and encourages others to be professional. | Candidate’s appearance and manner of dress is appropriate to the setting at all times. | Candidate’s appearance and manner of dress is appropriate to the setting with only occasional deviations from this. | Candidate’s clothing and appearance are commonly inappropriate to the setting. | Not Observed or Applicable |  |
| **Attendance and punctuality.**  | Candidate can be depended upon to be where he or she needs to be, on time, every time. He or she helps other candidates and students understand the important of this behavior. | Candidate has no unexcused absences from class or responsibility. He or she is always on time for class or responsibility. | Candidate has one unexcused absence from class or responsibility but is always on time **or** he or she has lacked punctuality on two occasions but has no unexcused absences. | Candidate has demonstrated three or more instances in which he or she has had unexcused absences and/or has lacked punctuality. | Not Observed or Applicable |  |
| **Preparedness for class.**  | Candidate is always ready for the assigned task (including material and/or equipment needs), whether for a class, presentation, meeting, or other expectation. | Candidate is consistently ready for the assigned task with one minor exception (or was ready but disruptive to the flow of class due to material or equipment needs). | Candidate is commonly ready for the assigned task with only two minor exceptions. | Candidate has demonstrated three or more minor instances in which he or she lacked preparation for the assigned task **or** one or more instances in which he or she was unprepared for a major assigned task. | Not Observed or Applicable |  |
| **Courtesy and respect.** | Candidate is a leader in modeling courtesy and respect for others and positively encourages the free expression of ideas of colleagues. | In expressed thoughts and actions, the candidate demonstrates courtesy and respect for all persons and does not impede the free expression of ideas of colleagues. | In expressed thoughts and actions, the candidate demonstrates basic courtesy and respect for those around him or her. | In expressed thoughts and actions, the candidate demonstrates a lack of courtesy or respect for all persons and/or impedes the free expression of ideas of colleagues. | Not Observed or Applicable |  |
| **Positive influence on climate.** | Candidate supports and encourages others to impact the climate through enthusiasm for activities and ideas, perseverance in tasks, and expressions of collegiality and/or humor. | Candidate impacts the climate in a positive manner through enthusiasm for activities and ideas, perseverance in tasks, and expressions of collegiality and/or humor. | Candidate does not impact the climate in a negative manner, yet provides little positivity. | Candidate impacts climate in a negative manner. | Not Observed or Applicable |  |

**Educational Philosophy: The Educator as Mediator of Learning**

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| **Criterion** | **Exceeds Expectations****(4)** | **Proficient****(3)** | **Adequate****(2)** | **Below Expectations****(1)** | **No Bases****(NB)** | **Self Score** |
| **Research Consumer and Contributor.**  | Candidate is a regular presenter or is published in her career field.  | In written work or verbal interaction, the candidate can articulate best practices relative to her current work and attempts to capture that effort for sakes of publishing or presenting. | In written work or verbal interaction, the candidate understands best practices and has a desire to contribute to the profession through research. | In written work or verbal interaction, the candidate does not understand best practices nor has a desire to contribute to the profession through research. | Not Observed or Applicable |  |
| **Reflection/ Flexibility.**  | Candidate creates opportunities for others to share reflections so that all can benefit from others’ experiences. | Candidate usually participates in reflection and guides others to do the same relevant to self-improvement. | Candidate often participates in thoughtful reflection relevant to self-improvement. | Candidate does not participate in thoughtful reflection relevant to self-improvement. | Not Observed or Applicable |  |
| **Mental Models/ Assumptions.**  | In verbal interaction, the candidate can lead larger groups in understanding the relationship between her values, beliefs, and organizational values and beliefs. | In written work or verbal interaction, the candidate helps others understand the relationship between her values, beliefs, and organizational values and beliefs. | In written work or verbal interaction, the candidate understands the relationship between her values, beliefs, and organizational values and beliefs. | In written work or verbal interaction, the candidate does not understand the relationship between her values, beliefs, and organizational values and beliefs. | Not Observed or Applicable |  |
| **Commitment to Organizational Success.** | Candidate takes the lead and is successful in helping school change and improvement.  | Candidate is proactive in assisting the change and improvement of the school.  | Candidate minimally supports the change and improvement of the school. | Candidate does not support the change or improvement of the school. | Not Observed or Applicable |  |
| **Commitment to Individuals’ Success.**  | Candidate is able to assist peers as they learn to accurately critique others, provide feasible alternatives for addressing weaknesses, and engage in formal or informal interactions to support the professional development of colleagues. | Candidate accurately critiques others, provides feasible alternatives for addressing weaknesses, and engages in formal or informal interactions to support the professional development of colleagues. | Candidate is able to professionally critique others and can provide feasible alternatives for addressing individual weaknesses. | Candidate is unable to professionally critique others or provide feasible alternatives for addressing individual weaknesses. | Not Observed or Applicable |  |
| **Collegiality among faculty, peers, and community.**  | Candidate develops opportunities to collaborate with teachers and other professionals in the building to improve practice. She offers positive suggestions for team and individual efforts and take/use advice from other professionals. | Candidate seeks out opportunities to collaborate with teachers and other professionals in the building to improve practice. She takes/uses advice from other professionals to improve practice. | Candidate is open to suggestions from other individuals and team members within the school but does not seek out collaborative relationships. | Candidate does not seek out nor establish relationships with other individuals or team members within the school. | Not Observed or Applicable |  |

**Commitment to Ethical Practice: The Educator as a Member of Communities**

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| **Criterion** | **Exceeds Expectations****(4)** | **Proficient****(3)** | **Adequate****(2)** | **Below Expectations****(1)** | **No Bases****(NB)** | **Self Score** |
| **Honesty.**  | Candidate provides exemplary behavior and is regarded as a role model in influencing students to embrace and practice honesty. | Candidate has a reputation built around honesty and helps students understand this virtue. | Candidate has not demonstrated any behaviors related to cheating, lying, or plagiarism in an academic capacity. | Candidate contributes directly or indirectly to cheating, plagiarism, or lying in an academic capacity. | Not Observed or Applicable |  |
| **Credibility and Citizenship.**  | Candidate is regarded as a role model across the university and community regarding virtue and civic responsibility and influences others in this regard. | Candidate maintains a strong reputation for virtue and civic responsibility in the university and community. | Candidate has not participated in or contributed to situations that bring discredit to herself or the university. | Candidate has participated in or contributed directly or indirectly to situations that bring discredit to herself or the university. | Not Observed or Applicable |  |
| **Trustworthiness**.  | Candidate has built a reputation of being one of the most trusted people in the university and community and through such contributes to cultures of trust. | Candidate has a reputation of being trustworthy that extends beyond the boundaries of the educational program. | Candidate can be trusted to perform any duties related to serving as an educator. | Candidate cannot be trusted in her role as an educator. | Not Observed or Applicable |  |
| **Commitment to Safety**.  | Candidate is considered as a primary resource when the issue of safety is at risk, providing leadership when change is needed and through proactive, risk-prevention efforts in times of normal educational operations. | Candidate makes special efforts to seek out means for providing a safer environment for those she works with and is given supervision over, and reacts with prudence and safety consciousness in times of risk. | Candidate has demonstrated a concern for the safety of those she works with or have been given supervision over. | Candidate has demonstrated a lack of concern for or inability to deal with the safety of those she works with or has been given supervision over. | Not Observed or Applicable |  |
| **Provider of an Environment of Trust.**  | Candidate provides leadership in issues related to trusting others by creating opportunities for trust to happen. | Candidate trusts others in many situations and encourages others to do the same. | Candidate trusts others to perform duties related to serving as an educator and delegates appropriately. | Candidate does not trust others to perform any duties related to serving as an educator and/or does not delegate appropriately. | Not Observed or Applicable |  |
| **Role Model.**  | Candidate helps or inspires other candidates and students to adopt behaviors and dispositions worthy of role-model status. | Candidate serves as role model for other candidates and students. | Candidate has not compromised his or her capacity to become a role model. | Candidate is not an acceptable role model for other candidates or students. | Not Observed or Applicable |  |