

## DTE Dispositions Rubric

Disposition	Concern	Appropriate
<b>SELF</b>		
<b>Reflects on progress, identifies strengths and challenges, and evaluates strategies for success and professional growth</b>	<ul style="list-style-type: none"> <li>• Does not reflect on progress even after faculty suggestion</li> <li>• Contends that progress is good and that reflection isn't needed</li> <li>• Reflections are focused on circumstances or other people instead of oneself</li> <li>• Identifies strengths, but very reluctant to reflect on challenges (or vice versa)</li> <li>• Very reluctant to consider strategies for professional growth even after considerable prompting and direction</li> <li>• Strategies for professional growth are superficial or inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Takes initiative to do reflection on progress</li> <li>• Reflects substantively on progress and includes both strengths and challenges</li> <li>• Expresses willingness for continuous improvement</li> <li>• Actively seeks strategies for professional growth</li> </ul>
<b>Is receptive to faculty feedback and acts meaningfully and professionally as a result of suggestions</b>	<ul style="list-style-type: none"> <li>• Ignores, refuses, or deflects feedback about work or behavior</li> <li>• Argues inappropriately about feedback</li> <li>• Blames circumstances or other people for problems with work or behavior</li> <li>• Makes no effort to verify their understanding of suggestions</li> <li>• Displays grudging attitude toward revisions of work or behavior changes</li> <li>• Displays little or no desire for improvement</li> <li>• No revisions or very delayed revisions of work are submitted</li> <li>• Revisions are superficial</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts feedback openly and graciously</li> <li>• Takes ownership of behavior</li> <li>• Expresses willingness and desire for improvement</li> <li>• Tries to verify his/her understanding of the feedback</li> <li>• Readily and willingly acts on suggestions</li> <li>• Shows an enthusiasm toward improving</li> <li>• Submits revision of work in a timely manner</li> <li>• Revisions are substantive</li> </ul>
<b>Shows a commitment to becoming a critical thinker</b>	<ul style="list-style-type: none"> <li>• Does not engage in critical thinking through discussion and/or writing</li> <li>• Does not include an analysis of the connection between theory and practice</li> <li>• Unable to identify the factors that contribute to an issue or situation</li> <li>• Does not incorporate research in discussion or written work</li> <li>• Presents an analysis that is biased or one-dimensional</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently engages in critical thinking through discussion and in writing.</li> <li>• Goes beyond mere description and connects theory with practice</li> <li>• Able to identify factors that contribute to an issue or situation</li> <li>• Supports discussion and written work with research</li> <li>• Analyzes with an effort to see things in an unbiased manner</li> </ul>

<b>Values the importance of communicating appropriately</b>	<ul style="list-style-type: none"> <li>• Does not appropriately express ideas orally and/or in writing</li> <li>• Does not consider the consequences of what is said or written</li> <li>• Displays inappropriate communicative behavior in situations of disagreement</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses ideas appropriately both orally and in writing</li> <li>• Expresses feelings and opinions after considering the consequences</li> <li>• Expresses disagreement in an objective, respectful manner</li> </ul>
<b>Shows a commitment to lifelong learning</b>	<ul style="list-style-type: none"> <li>• Shows a reluctance to participate in activities that expand knowledge base (both content and pedagogical knowledge)</li> <li>• Shows a low regard for the profession</li> <li>• Rarely/never defines learning goals</li> <li>• Tends to avoid collaboration and discussion as helpful learning processes</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in activities that expands knowledge base (both content and pedagogical knowledge) and reflects a commitment to lifelong learning</li> <li>• Expresses a high regard for the profession</li> <li>• Consistently defines own learning goals</li> </ul>
<b>Takes initiative, uses imagination and creativity to seek resources to inform his/her teaching and learning</b>	<ul style="list-style-type: none"> <li>• Shows a dependence on others for direction and initiative</li> <li>• Does not take advantage or limited use of resources to solve problems and make improvements</li> <li>• Never or rarely seeks opportunities for problem solving</li> <li>• Problem solving is one dimensional and rarely includes unique strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Is a consistent self-starter</li> <li>• Seizes opportunities and proactively solves problems and make improvements.</li> <li>• Seeks multiple approaches to problem solving using unique strategies</li> <li>• Incorporates a variety of resources to inform learning and better communicate knowledge</li> </ul>
<b>LEARNER</b>		
<b>Shows a level of sensitivity to others in the learning environment</b>	<ul style="list-style-type: none"> <li>• Shows a lack of sensitivity to building a community of learners</li> <li>• Interactions with children and youth show a lack of respect and support for the whole person</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ways to promote a community of learners</li> <li>• Interactions with children and youth are respectful and supportive of the whole person</li> </ul>
<b>Works to understand the unique needs and interests of diverse learners in order to respond meaningfully</b>	<ul style="list-style-type: none"> <li>• Makes little or no attempt to learn about students' prior knowledge, learning preferences, interests and needs</li> <li>• Shows an unwillingness to incorporate knowledge about student characteristics to create meaningful and active learning</li> <li>• Does not show a sensitivity to and/or appreciation for how students learn best</li> <li>• Is unresponsive to meeting the diverse needs and interests of students</li> </ul>	<ul style="list-style-type: none"> <li>• Actively seeks to learn about students' prior knowledge, learning preferences, interests and needs</li> <li>• Eagerly applies knowledge about student characteristics to engage students in meaningful and active learning</li> <li>• Shows a sensitivity to and appreciation for how students learn best</li> <li>• Makes genuine effort to address the diverse needs and interests of students</li> </ul>
<b>Respects and considers cultural contexts in order to determine how to be responsive to learners</b>	<ul style="list-style-type: none"> <li>• Is reluctant to or uninterested in learning about other cultures, languages or people</li> <li>• Avoids collaboration and engaging with those of different cultures and languages</li> <li>• Perceives diversity in the classroom as a problem or obstacle</li> <li>• Responds unequally to learners; promotes and encourages some learners, but not all</li> </ul>	<ul style="list-style-type: none"> <li>• Is receptive to and values other cultures, ideas and peoples</li> <li>• Actively seeks to learn about other cultures</li> <li>• Works collaboratively with members of other cultures and engages with them</li> <li>• Perceives diversity as an opportunity to enrich students' experience, knowledge and understanding</li> <li>• Responds equally to all learners and promotes all students' learning</li> </ul>

<b>COLLEGIALITY AND PROFESSIONALISM</b>		
<b>Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy in all partnerships</b>	<ul style="list-style-type: none"> <li>• Shows an unprofessional manner when interacting with school partners, faculty mentors, and peers and is disrespectful, discourteous, and undiplomatic</li> <li>• Behavior is irrational, subjective, influenced by personal feelings</li> <li>• Shows inappropriate and/or aggressive manner with others</li> <li>• Responds inappropriately to criticism</li> <li>• Dishonest behaviors are witnessed</li> </ul>	<ul style="list-style-type: none"> <li>• Maintains a professional manner when interacting with school partners, faculty mentors, and peers and is respectful, courteous, and diplomatic</li> <li>• Behavior is logical, objective, and not inappropriately influenced by personal feelings</li> <li>• Responds positively to criticism</li> <li>• Behaviors indicate honesty</li> </ul>
<b>Balances self-confidence and assertiveness with respect for others' perspectives</b>	<ul style="list-style-type: none"> <li>• Demonstrates an unwillingness to hear and accept the views of others</li> <li>• Does not seek the views and beliefs of others</li> <li>• Avoids or is unwilling to collaborate</li> <li>• Communication shows a lack of sensitivity to the feelings and views of others</li> </ul>	<ul style="list-style-type: none"> <li>• Actions and manners show an openness to the views of others</li> <li>• Seeks the views and beliefs of others</li> <li>• Engages willingly in collaborative opportunities and discussions</li> <li>• Uses tact when speaking of others; is sensitive to others' feelings and reputation</li> </ul>
<b>Respects the requirements, expectations, and procedures of the College of Education and of our field partners</b>	<ul style="list-style-type: none"> <li>• Does not comply with and/or violates the College of Education's student expectations</li> <li>• Does not behave in a manner that are established and expected by our field partners</li> </ul>	<ul style="list-style-type: none"> <li>• Complies with all of the College of Education's student expectations</li> <li>• Fulfills all expectations that are established and expected by our field partners</li> </ul>