Dispositions Rubric for EPSR Courses

Disposition	Concern	Appropriate
Values and is committed to a critical orientation toward understanding key theories and concepts in the foundations of education	• Resists reflection on values and beliefs that inform economic, cultural, political, and social struggles • Resists reflection on power relations, structural dynamics, and moral and ethical assumptions of power, privilege, and oppression • Refuses to reflect on individualistic explanations	• Receptive to reflection on values and beliefs that inform economic, cultural, political, and social struggles • Receptive to reflection on power relations, structural dynamics, and moral and ethical assumptions of power, privilege, and oppression • Open to reflection on individualistic explanations
Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions	• Ignores faculty feedback • Unwilling to meet with instructor upon recommendation • Fails to act on instructor recommendations • Late in submitting revisions to coursework/assignments • Unwilling and uninterested in improving academic performance in the classroom • Avoids any effort to seek understanding of instructor feedback	• Accepts feedback openly • Open to meeting with instructor • Readily acts on instructor recommendations • Submits revisions to coursework/assignments in a timely manner • Expresses a willingness/desire for improvement • Tries to verify understanding of instructor feedback
Understands the importance of and is committed to clear oral and written communication, both in traditional and in new and emerging digital formats	• Refuses to seek support for weaknesses in writing upon instructor recommendation • Refuses to use digital formats appropriately in the context of course instruction (e.g., web surfing, using social media, emailing, texting) • Refuses to seek appropriate support for use of digital formats related to course instruction • Refuses to use appropriate forms of oral communication in the classroom	• Open to seeking assistance with written communication upon instructor recommendation • Uses digital formats appropriately in the context of course instruction • Seeks support for use of digital formats related to course instruction • Uses appropriate oral communication in the classroom
Demonstrates a willingness to engage course texts and requirements	• Fails to demonstrate initiative and independence in learning • Ignores, refuses, or deflects engagement with theories and concepts • Demonstrates disinterest in how theorists construct arguments • Unwilling to engage in rational and informed argumentation with the instructor and students	• Takes initiative and independence in learning • Open to engaging theories and concepts connected to the foundations of education • Open to engaging in rational and informed argumentation with the instructor and students
Demonstrates sensitivity to and respect for diverse identities, cultures, and lived experiences	• Devalues other linguistic and cultural communities • Uses culturally inappropriate language in both oral and written communication • Fails to demonstrate respect for faculty diversity • Fails to demonstrate respect for student diversity	• Values other linguistic and cultural communities • Demonstrates the use of culturally appropriate language in both oral and written communication • Demonstrates respect for faculty diversity • Demonstrates respect for student diversity

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Demonstrates and advocates social justice principles in the classroom with students and colleagues and in clinical settings	• Rejects consideration of important principles of symbolic and material (in)-equality, human dignity, human rights, solidarity, and difference • Demonstrates disinterest in enacting and applying social justice principles in the university classroom context in interactions with other students • Demonstrates disinterest in enacting and applying social justice principles in both formal and informal educational settings with both youth and adults	• Open to engaging important principles related to social justice • Demonstrates interest in enacting and applying social justice principles in the university classroom context in interactions with other students • Demonstrates interest in enacting and applying social justice principles in both formal and informal educational settings with both youth and adults
Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development	• Refuses to engage in collaborative endeavors • Refuses to see families/communities as assets rather than deficits in student learning and development	• Open to collaborative relationships with other educational stakeholders • Open to seeing families/communities as assets rather than deficits in student learning and development
Recognizes and fulfills professional responsibilities and habits of conduct (e.g., dress, language, preparedness, attendance, punctuality, etc.)	• Wears inappropriate dress to an instructional setting • Demonstrates unprofessional behavior in the university classroom (e.g., inattentive; disrespectful; sleeping; inappropriate use of cell phone and laptop; disruptive private conversations; eating that is beyond the instructor's discretion; bullying) toward instructors and peers • Demonstrates unprofessional behavior outside of class toward instructors and peers	• Dresses appropriately in an instructional setting • Behavior is professional toward instructors and peers in the university classroom and in other educational settings • Behavior is professional towards instructors and peers outside of instructional time
Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy in relationships with student colleagues and faculty	• Demonstrates lack of collegiality (e.g., refusing to collaborate with others; ignoring other's concerns) • Demonstrates lack of honesty (e.g., lying) • Demonstrates lack of good judgment (e.g., talking over instructor and students; coming and going in a disruptive way during class) • Demonstrates lack of courtesy and respect (e.g., drawing inappropriate attention to oneself) • Demonstrates lack of diplomacy (e.g., civil and constructive debate) • Contributes to a hostile classroom climate	• Openly collegial toward others • Demonstrates honesty • Demonstrates good judgment • Demonstrates courtesy and respect • Demonstrates diplomacy • Demonstrates behavior that contributes to a positive learning environment