## Dispositions Rubric for EPSR Courses

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Concern</th>
<th>Appropriate</th>
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| **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                                                                                                                                                |
| **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 |