

Dispositions Rubric for SER Courses

Disposition	Concern	Appropriate
Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions	<ul style="list-style-type: none"> • Ignores, refuses, or deflects feedback about work or behavior • Argues inappropriately about feedback • Blames circumstances or other people for problems with their work or behavior • Makes no effort to verify their understanding of suggestions • Displays grudging attitude toward revisions of work or behavior changes • Displays little or no desire for improvement • No revisions or very delayed revisions of work are submitted • Revisions are superficial 	<ul style="list-style-type: none"> • Accepts feedback openly • Tries to verify their understanding of the feedback • Expresses willingness/desire for improvement • Readily acts on suggestions • Submits revision of work in a timely manner
Reflects on his or her own progress, identifies strengths and weaknesses, and evaluates strategies for success and professional growth	<ul style="list-style-type: none"> • Does not reflect on progress even after faculty suggestion • Contends that progress is good and that reflection isn't needed • Rejects philosophy of continuous professional growth; already knows everything that's needed • Reflections are focused on circumstances or other people instead of oneself as a way of deflecting reflection • Identifies strengths, but very reluctant to reflect on weaknesses (or vice versa) • Reflections are superficial • Very reluctant to consider strategies for professional growth even after considerable prompting and direction • Strategies for professional growth are superficial or inappropriate 	<ul style="list-style-type: none"> • Reflects appropriately on progress as well as both strengths and weaknesses • Expresses willingness for continuous improvement • Actively seeks strategies for professional growth
Takes initiative	<ul style="list-style-type: none"> • Isn't a self-starter; must consistently be told what to do; always relies on others • Doesn't seek out what he/she needs to know; consistently waits to be told • Avoids or is reluctant to put forth effort, tackle problems, or make improvements • Never or rarely sees opportunities and doesn't capitalize on them • Gives up easily; often says "I can't" ; finds excuses for quitting or making minimal effort • Rarely/never is proactive about solving problems or finding a better way 	<ul style="list-style-type: none"> • Consistently puts forth good effort and is persistent. • Is a self-starter and is proactive about figuring out what's needed and then doing it. • Seizes opportunities and proactively solves problems.

<p>Is open to new ideas and engagement in learning</p>	<ul style="list-style-type: none"> • Is narrow-minded; clings to what is already known or understood • Is biased in favor of one point of view; uncompromising • Is intolerant of other points of view • Is passive when learning; relies on others to spoon feed information/ideas • Rarely/never defines own learning goals • Finds learning a necessary but unpleasant task; rarely finds learning energizing • Is not interested in being a strategic learner; doesn't want to know how to learn or how he/she learns best • Avoids or denigrates collaboration and discussion as helpful learning processes 	<ul style="list-style-type: none"> • Is ready to entertain new ideas; has an open-minded curiosity • Is initially impartial when considering new ideas; weighs all points of view • Respects the views and beliefs of others • Is self-regulated; knows how to learn; sets own learning goals • Expresses a love of learning and curiosity about the new • Engages willingly in collaborative opportunities and discussions
<p>Respects diversity and cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning</p>	<ul style="list-style-type: none"> • Is intolerant of other cultures or biased in favor of his/her own culture • Devalues the cultures, languages, and ideas of others • Is reluctant to or uninterested in learning about other cultures, languages or peoples • Avoids collaboration and engaging with those of different cultures and languages • Perceives diversity in the classroom as a problem or obstacle • Responds unequally to learners; promotes and encourages some learners, but not all • Talks about some learners as "problems" "hopeless," "incapable" "unteachable" "drop-outs" etc. 	<ul style="list-style-type: none"> • Is receptive to and values other cultures, ideas and peoples • Actively seeks to learn about other culture • Works collaboratively with members of other cultures and engages with them • Perceives diversity as an opportunity to enrich students' experience, knowledge and understanding • Responds equally to all learners and promotes all students' learning
<p>Expresses positive attitudes toward individuals with disabilities and a willingness to advocate on their behalf</p>	<ul style="list-style-type: none"> • Still uses outmoded language to talk about individuals with disabilities. • Is reluctant to learn new skills that would enhance learning opportunities for those with disabilities • Expresses opinion that individuals with disabilities should be taken care of rather than empowered • Sees little value in inclusion and is reluctant to advocate for it • Makes little effort to identify barriers faced by those with disabilities • Expresses opinion that he/she wouldn't want to work with students with a particular type of disability • Is reluctant to work to minimize negative attitudes and segregating practices of other professionals and community members • Is reluctant to or doesn't see the point in facilitating peer relations 	<ul style="list-style-type: none"> • Uses people-first language • Is committed to empowering individuals with disabilities to make choices, develop potential and become independent • Perceives barriers faced by those with disabilities and is committed to removing them • Is interested in the lives and minds of those with disabilities and is committed to learning skills that will enhance learning opportunities • Is committed to inclusion and to advocacy on behalf of those with disabilities

	with non-disabled peers	
Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development	<ul style="list-style-type: none"> • Is reluctant to work with general educators or to share knowledge/skills, decisions, and responsibility for students with disabilities • Devalues perspective or contribution of general educators and /or related service personnel, school psychologists, community agency personnel, etc. ; complains about their competence • Devalues the perspective of caregivers and their knowledge of their children with disabilities • Expresses negative opinions about caregivers and their willingness or ability to work with their children at home • Devalues or expresses distrust of the IEP team and process; feels it's easier to present an IEP than to develop it collaboratively • Is reluctant to develop the skills needed for good communication/collaboration 	<ul style="list-style-type: none"> • Is committed to collaboration, co-teaching , and working with other school personnel and community agencies. • Sees the importance of good communication and collaboration skills and Is willing to develop and refine them • Values the perspective of families and caregivers and seeks their contribution. • Trusts the IEP process and is willing to collaborate with the team, including the student
Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws	<ul style="list-style-type: none"> • Expresses willingness to cut corners or ignore portions of the laws as wrong, unnecessary, or too much of a burden • Demonstrates illegal behavior • Expresses agreement/disagreement with the laws in uninformed, unprofessional manner • Demonstrates poor, inconsistent, unfair, or irresponsible judgment or decision-making related to students with disabilities • Is willing to compromise the safety and best interests of students with disabilities in favor of other needs and interests • Is reluctant to or doesn't see the value of challenging students with disabilities to develop the highest possible learning outcomes and quality of life. 	<ul style="list-style-type: none"> • Upholds the current special education laws and expresses agreement/disagreement in an informed, professional manner Maintains challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential. Maintains a high level of professional competence and integrity Exercises fairness and professional judgment to benefit individuals with exceptionalities and their families. Neither engages in nor tolerates any practice that harms individuals with exceptionalities.
Demonstrates consistent professional behavior across all academic settings	<ul style="list-style-type: none"> • Is frequently impolite, discourteous, or coarse-spoken • Annoys or distracts others in the classroom • Ignores or reluctantly responds to requests • Responds aggressively to criticism • Is insensitive to others feelings; lacks tact • Arrives late; turns work in late; is insensitive to time constraints of others by not planning ahead or notifying others in emergencies • Behavior is irrational, subjective, influenced by personal feelings • Dresses in ways that suggest that he/she doesn't recognize the 	<ul style="list-style-type: none"> • Is consistently polite, courteous, and well-spoken • Does not annoy or distract others in the classroom • Expresses disagreement in an objective manner and considers others' perspectives • Responds to requests conscientiously • Listens to criticism with calm open-mindedness • Balances directness and assertiveness with sensitivity to others • Uses tact when speaking of others; is sensitive to others'

	standards of the profession or that he/she is a representative of the profession	<p>feelings and reputation</p> <ul style="list-style-type: none"> • Is punctual; turns in work on time; respects others' time constraints by planning ahead to allow enough time to get work done and notifying others in emergencies • Behavior is rational, objective, and free of emotional highs and lows • Dresses appropriately and professionally
Maintains appropriate interpersonal and professional boundaries	<ul style="list-style-type: none"> • Refers to students as friends; meets with students outside of professional setting; socializes with students outside of professional settings • Provides personal contact information to students; reveals excessive personal information to students 	<ul style="list-style-type: none"> • Can describe the limits and responsibilities that allow for safe connections between teachers and students and their families • Is committed to being friendly to students and families but not friends
Accepts personal responsibility for one's behavior	<ul style="list-style-type: none"> • Is indifferent to the concept of accountability as a student and/or in teaching; is reluctant to hold self or others accountable for decisions or actions; • Finds excuses for behavior, whines, cries, blames others. • Refuses or is reluctant to accept responsibility to study hard, to learn as much as possible in a course, to rise up to challenges courses present. Only takes a course because it is required and does the minimum to get by. • Is reluctant to acknowledge the seriousness of cheating, plagiarizing, etc. and justifies by saying everyone does it. • Doesn't recognize the limits of their competence, the need to seek guidance in challenging situations, and/or the need for continuous improvement • Rarely sets personal goals or evaluates their progress toward meeting goals. 	<ul style="list-style-type: none"> • Accepts the concept of accountability and holds self and others accountable for ethical decisions or actions • Studies hard and learns as much as possible in challenging courses • Seeks advice when he/she encounters problems beyond their competence • Explores current and emerging trends and practices including new technologies • Is committed to setting and continuously evaluating progress toward goals
Expresses feelings and opinions effectively and appropriately	<ul style="list-style-type: none"> • Expresses feelings or opinions too quickly, without thinking or due consideration of the consequences • Expresses disagreement in a hostile, or volatile manner • Responds too defensively or aggressively to criticism • Is insensitive to others feelings; lacks tact • Is overly friendly, ingratiating, flattering—seeking favorable treatment through such means • Is perceived as too direct, aggressive, abrasive, opinionated, dogmatic, or arrogant • Expresses feelings with physical force 	<ul style="list-style-type: none"> • Expresses feelings and opinions after considering the consequences • Expresses disagreement in an objective manner and considers others' feelings and perspectives • Listens to criticism with calm open-mindedness • Uses tact when speaking of others; is sensitive to others' feelings and reputation

	<ul style="list-style-type: none"> • Is highly reluctant to express feelings or opinions when it appropriate to do so 	
Upholds confidentiality	<ul style="list-style-type: none"> • Talks about students' personal/family information, disabling condition, health and medical information, assessment results, disciplinary actions, student records, etc. in classrooms, hallways, teacher's lounge, or other inappropriate settings • Discloses a student's disability or other student/family information to others without permission • Leaves confidential information where it can be easily accessed by others who do not have permission • Places little value on building trust with students/families • Is unaware of or indifferent to policies that state when student information <i>can</i> be disclosed 	<ul style="list-style-type: none"> • Is committed to maintaining confidentiality regarding students' personal/family information, a disabling condition, health and medical information, assessment results, student records, etc. • Values the need for getting permission for disclosing information • Recognizes the connection between confidentiality and trust and is committed to building trust of students, families, and other professionals. • Disclose information about students obtained in the course of professional service appropriately when it serves a compelling professional purpose or is required by law