## Dispositions Rubric for BBE, CS, EL, VCE Programs

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<tr>
<th>Disposition</th>
<th>Concern</th>
<th>Appropriate</th>
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| Is receptive to faculty feedback and acts meaningfully and professionally upon suggestions | • 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  
• Displays little or no desire for improvement  
• No revisions or very delayed revisions of work are submitted | • Is open to feedback  
• 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 | • 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 | • Reflects appropriately on progress as well as both strengths and weaknesses  
• Expresses willingness for continuous improvement  
• Actively seeks strategies for professional growth |
| Respects and considers cultural contexts to determine how to be responsive to learners and to proactively promote all students’ learning | • 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. | • 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 |
| Demonstrates a positive attitude and commitment to the profession | • Exhibits lack of interest in developing professional knowledge  
• Expresses contempt for the responsibilities of the profession  
• Is dismissive of professional standards | • Exhibits interest in developing professional knowledge  
• Respects the responsibilities of the profession  
• Adheres to professional standards |
| Demonstrates thoughtful, effective verbal and nonverbal communication and listening skills | Is resistant to thoughtful examination of one’s practice  
Fails to demonstrate verbal and nonverbal communication and listening skills  
Is dismissive of others’ perspectives  
Exhibits unwillingness to listen to others | Demonstrates thoughtful examination of one’s practice  
Demonstrates appropriate verbal and nonverbal communication and listening skills  
Respects others’ perspectives different than one’s own  
Respectfully engages and listens to others |
|---|---|---|
| Is committed to collaboration with colleagues, families, and communities in order to promote all students' learning and development | Is reluctant to work with peers or to share knowledge/skills, decisions, and responsibility for students  
Devalues perspective or contribution of peers and/or related service personnel, school psychologists, community agency personnel, etc  
Devalues the perspective of caregivers and their knowledge of their children  
Expresses negative opinions about caregivers and their willingness or ability to work with their children at home  
Devalues or expresses distrust of collaborative efforts with colleagues and curricular decisions making  
Is reluctant to develop the skills needed for good communication/collaboration | 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.  
Is willing to collaborate with colleagues |
| Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws | Expresses willingness to cut corners or ignore portions of the laws as wrong, unnecessary, or too much of a burden  
Fails to understand the ethical and legal requirements for professional educators and school policies  
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 challenging all student populations in favor of other needs and interests  
Is reluctant to or doesn’t see the value of challenging all student populations to develop the highest possible learning outcomes and quality of life. | Upholds the current 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 students and their families.  
Neither engages in nor tolerates any practice that harms students. |
| Recognizes and fulfills professional responsibilities and habit of conduct (dress, language, preparedness, attendance, punctuality, | Fails to demonstrate appropriate professional habits of conduct and professional responsibilities | Demonstrate appropriate professional habits of conduct and professional responsibilities |
| Demonstrate concern for and protection of safety and well-being of others | • Engages in reckless and threatening conduct  
• Does not respond appropriately to potentially dangerous situations that may be harmful to others | • Engages in reckless and threatening conduct  
• Responds appropriately to potentially dangerous situations that may be harmful to others |