

Dispositions Rubric for BBE, CS, EL, VCE Programs

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 • Displays little or no desire for improvement • No revisions or very delayed revisions of work are submitted 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
Respects and considers cultural contexts to determine how to be responsive to learners and to proactively promote all students' learning	<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
Demonstrates a positive attitude and commitment to the profession	<ul style="list-style-type: none"> • Exhibits lack of interest in developing professional knowledge • Expresses contempt for the responsibilities of the profession • Is dismissive of professional standards 	<ul style="list-style-type: none"> • Exhibits interest in developing professional knowledge • Respects the responsibilities of the profession • Adheres to professional standards

<p>Demonstrates thoughtful, effective verbal and nonverbal communication and listening skills</p>	<ul style="list-style-type: none"> • Is resistant to thoughtful examination of one’s practice • Fails to demonstrates verbal and nonverbal communication and listening skills • Is dismissive of others’ perspectives • Exhibits unwillingness to listen to others 	<ul style="list-style-type: none"> • 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
<p>Is committed to collaboration with colleagues, families, and communities in order to promote all students’ learning and development</p>	<ul style="list-style-type: none"> • 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 	<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. • Is willing to collaborate with colleagues
<p>Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws</p>	<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 • 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. 	<ul style="list-style-type: none"> • 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.
<p>Recognizes and fulfills professional responsibilities and habit of conduct (dress, language, preparedness, attendance, punctuality,</p>	<ul style="list-style-type: none"> • Fails to demonstrate appropriate professional habits of conduct and professional responsibilities 	<ul style="list-style-type: none"> • Demonstrate appropriate professional habits of conduct and professional responsibilities

etc.)		
Demonstrate concern for and protection of safety and well-being of others	<ul style="list-style-type: none"> • Engages in reckless and threatening conduct • Does not respond appropriately to potentially dangerous situations that may be harmful to others 	<ul style="list-style-type: none"> • Engages in reckless and threatening conduct • responds appropriately to potentially dangerous situations that may be harmful to others