

DTE Dispositions Rubric

Disposition	Concern	Appropriate
SELF		
Reflects on progress, identifies strengths and challenges, 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 • Reflections are focused on circumstances or other people instead of oneself • Identifies strengths, but very reluctant to reflect on challenges (or vice versa) • 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"> • Takes initiative to do reflection on progress • Reflects substantively on progress and includes both strengths and challenges • Expresses willingness for continuous improvement • Actively seeks strategies for professional growth
Is receptive to faculty feedback and acts meaningfully and professionally as a result of 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 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 and graciously • Takes ownership of behavior • Expresses willingness and desire for improvement • Tries to verify his/her understanding of the feedback • Readily and willingly acts on suggestions • Shows an enthusiasm toward improving • Submits revision of work in a timely manner • Revisions are substantive
Shows a commitment to becoming a critical thinker	<ul style="list-style-type: none"> • Does not engage in critical thinking through discussion and/or writing • Does not include an analysis of the connection between theory and practice • Unable to identify the factors that contribute to an issue or situation • Does not incorporate research in discussion or written work • Presents an analysis that is biased or one-dimensional 	<ul style="list-style-type: none"> • Consistently engages in critical thinking through discussion and in writing. • Goes beyond mere description and connects theory with practice • Able to identify factors that contribute to an issue or situation • Supports discussion and written work with research • Analyzes with an effort to see things in an unbiased manner

Values the importance of communicating appropriately	<ul style="list-style-type: none"> • Does not appropriately express ideas orally and/or in writing • Does not consider the consequences of what is said or written • Displays inappropriate communicative behavior in situations of disagreement 	<ul style="list-style-type: none"> • Expresses ideas appropriately both orally and in writing • Expresses feelings and opinions after considering the consequences • Expresses disagreement in an objective, respectful manner
Shows a commitment to lifelong learning	<ul style="list-style-type: none"> • Shows a reluctance to participate in activities that expand knowledge base (both content and pedagogical knowledge) • Shows a low regard for the profession • Rarely/never defines learning goals • Tends to avoid collaboration and discussion as helpful learning processes 	<ul style="list-style-type: none"> • Participates in activities that expands knowledge base (both content and pedagogical knowledge) and reflects a commitment to lifelong learning • Expresses a high regard for the profession • Consistently defines own learning goals
Takes initiative, uses imagination and creativity to seek resources to inform his/her teaching and learning	<ul style="list-style-type: none"> • Shows a dependence on others for direction and initiative • Does not take advantage or limited use of resources to solve problems and make improvements • Never or rarely seeks opportunities for problem solving • Problem solving is one dimensional and rarely includes unique strategies 	<ul style="list-style-type: none"> • Is a consistent self-starter • Seizes opportunities and proactively solves problems and make improvements. • Seeks multiple approaches to problem solving using unique strategies • Incorporates a variety of resources to inform learning and better communicate knowledge
LEARNER		
Shows a level of sensitivity to others in the learning environment	<ul style="list-style-type: none"> • Shows a lack of sensitivity to building a community of learners • Interactions with children and youth show a lack of respect and support for the whole person 	<ul style="list-style-type: none"> • Demonstrates ways to promote a community of learners • Interactions with children and youth are respectful and supportive of the whole person
Works to understand the unique needs and interests of diverse learners in order to respond meaningfully	<ul style="list-style-type: none"> • Makes little or no attempt to learn about students' prior knowledge, learning preferences, interests and needs • Shows an unwillingness to incorporate knowledge about student characteristics to create meaningful and active learning • Does not show a sensitivity to and/or appreciation for how students learn best • Is unresponsive to meeting the diverse needs and interests of students 	<ul style="list-style-type: none"> • Actively seeks to learn about students' prior knowledge, learning preferences, interests and needs • Eagerly applies knowledge about student characteristics to engage students in meaningful and active learning • Shows a sensitivity to and appreciation for how students learn best • Makes genuine effort to address the diverse needs and interests of students
Respects and considers cultural contexts in order to determine how to be responsive to learners	<ul style="list-style-type: none"> • Is reluctant to or uninterested in learning about other cultures, languages or people • 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 	<ul style="list-style-type: none"> • Is receptive to and values other cultures, ideas and peoples • Actively seeks to learn about other cultures • 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

COLLEGIALITY AND PROFESSIONALISM		
Demonstrates collegiality, honesty, good judgment, courtesy, respect, and diplomacy in all partnerships	<ul style="list-style-type: none"> • Shows an unprofessional manner when interacting with school partners, faculty mentors, and peers and is disrespectful, discourteous, and undiplomatic • Behavior is irrational, subjective, influenced by personal feelings • Shows inappropriate and/or aggressive manner with others • Responds inappropriately to criticism • Dishonest behaviors are witnessed 	<ul style="list-style-type: none"> • Maintains a professional manner when interacting with school partners, faculty mentors, and peers and is respectful, courteous, and diplomatic • Behavior is logical, objective, and not inappropriately influenced by personal feelings • Responds positively to criticism • Behaviors indicate honesty
Balances self-confidence and assertiveness with respect for others' perspectives	<ul style="list-style-type: none"> • Demonstrates an unwillingness to hear and accept the views of others • Does not seek the views and beliefs of others • Avoids or is unwilling to collaborate • Communication shows a lack of sensitivity to the feelings and views of others 	<ul style="list-style-type: none"> • Actions and manners show an openness to the views of others • Seeks the views and beliefs of others • Engages willingly in collaborative opportunities and discussions • Uses tact when speaking of others; is sensitive to others' feelings and reputation
Respects the requirements, expectations, and procedures of the College of Education and of our field partners	<ul style="list-style-type: none"> • Does not comply with and/or violates the College of Education's student expectations • Does not behave in a manner that are established and expected by our field partners 	<ul style="list-style-type: none"> • Complies with all of the College of Education's student expectations • Fulfills all expectations that are established and expected by our field partners