

College of Education
Rubric for the Evaluation of Dispositions

Disposition	Below Expectations	Meets Expectations	Exceeds Expectations
Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students	Uses objectionable language; relates to P-12 students as peers; leaves the classroom without a qualified person in charge.	Uses no objectionable language; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge.	Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate language; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment at all times.
Interacts appropriately and positively with others	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate.	Interactions with peers, colleagues, or authority figures are appropriate and positive.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions.
Treats others with courtesy, respect and open-mindedness	At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others	Treats others with courtesy and respect. Words and actions are polite and professional.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.
Displays the ability to work with diverse individuals	Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers.	Works harmoniously and effectively with diverse individuals.	Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded.
Displays maturity and independence by following appropriate protocol when seeking solutions to problems	Enlists participation of family members or other individuals to seek solutions on his/her behalf; fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions.	If unable to resolve problem independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.	Seeks solutions independently and/or identifies the faculty or staff member who can assist; addresses the problem with the appropriate person and is prepared with any necessary documentation; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.
Accepts and uses constructive criticism (feedback)	Is not receptive to constructive comments and shows no sign of implementing change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and seeks feedback from others.
Demonstrates enthusiasm, confidence, and initiative	Lacks enthusiasm and confidence in teaching and does not take initiative.	Exhibits enthusiasm and confidence in teaching and takes initiative.	Is enthusiastic, confident, and takes initiative beyond what is expected.
Demonstrates appropriate self-monitoring and control of emotions and behavior	At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger.	Models appropriate emotional and behavioral responses.	Models appropriate emotional and behavioral responses in difficult situations.
Demonstrates acceptable professional appearance and uses appropriate hygiene	Appearance, attire and/or hygiene are often inappropriate.	Appearance, attire, and hygiene are appropriate.	Is a role model of professionalism through personal appearance, attire, and hygiene.

Disposition	Below Expectations	Meets Expectations	Exceeds Expectations
Maintains confidentiality of records, correspondence and conversations	Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, other teacher candidates, or school personnel; does not respect confidentiality of professional correspondence or conversations.	Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping.	Maintains confidentiality of P-12 student records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others.
Prepares thoroughly and consistently	Seldom displays a thorough preparation of academic materials.	Consistently displays a thorough preparation of academic materials.	Always displays a thorough preparation of academic materials and goes beyond required criteria.
Meets deadlines	Does not consistently abide by deadlines for assignments, including projects and presentations.	Consistently abides by deadlines for assignments, including projects and presentations.	Always abides by deadlines for assignments including projects and presentations.
Exhibits a strict code of honesty related to tests and assignments	Has knowingly plagiarized, cheated on a test, copied another's work or allowed someone to copy.	Consistently demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.	Always demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.

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