SRU College of Education

Professional Educator Dispositions

Disposition Rubric

During students' pre-candidacy coursework (e.g., ELEC 230, field experience-----depending on the program), students will be taught about the professional dispositions and assessed. Each semester, the aggregate data from each program will be reported to the unit assessment system via a TaskStream survey. Also, each students' candidacy application is to include their ratings on this rubric, and evidence of the completion of a remediation plan for any areas indicated as Unsatisfactory.

Alignment:

InTASC; Danielson Framework for Teaching; CAEP

Criteria:

Unable to Assess (UA):	Unsatisfactory (U):	Emerging (E):	Developing (D):	Target (T):
		Goal performance level for Level 1: Intro Class	Goal performance for Level 2: Field-Block Classes	Goal performance for Level 3: Student Teaching
The practitioner was unable to assess the educator attribute(s) within their setting.	The candidate does not exhibit the disposition/ educator attribute(s) and/ or fails to take corrective action.	The candidate demonstrates an emerging practice of the educator attribute(s).	The candidate applies the educator attribute(s) as a developing educator.	The candidate models the educator attribute(s) at an exemplary level consistent with best practice.

Attribute & Alignment	Unable to Assess: Unable to assess the educator attribute(s) in setting.	Unsatisfactory (U): The candidate does **not** exhibit the disposition/educator attribute(s) and/or fails to take corrective action.	Emerging (E): The candidate demonstrates an **emerging practice** of the educator attribute(s).	Developing (D): The candidate **applies** the educator attribute(s) as a developing educator.	Target (T): The candidate **models** the educator attribute(s) at an **exemplary level consistent with best practice**.
Professional Responsibility Is dependable, accountable & reliable. Exhibits regular attendance, arrives on time, arrives focused and prepared, meets deadlines, and keeps appointments. **InTASC 9 (l, n, o)** InTASC 10 Danielson 4f Danielson 4e **Danielson 4d** CAEP 1.1 **CAEP 3.3**	UA	Fails to meet professional responsibilities such as assignments, clearance submissions, or other paperwork. Frequently misses deadlines or misses appointments without appropriate communication. Submits paperwork that is incomplete or inaccurate. Frequently requests exceptions or demonstrates a lack of ownership for work.	Meets professional responsibilities with some prompting and developmentally appropriate guidance (i.e., communication via syllabi, course materials, email reminders, etc.). Regularly meets deadlines and attends meetings, or communicates exceptions. Paperwork in complete and demonstrates an attempt to meet all expectations.	Meets professional responsibilities with minimal prompting and a developmentally appropriate level of guidance. Regularly meets all expectations, including deadlines, communication, and details of assignments and other responsibilities.	Consistently meets professional responsibilities with a developmentally appropriate level of guidance. Plans for requirements and deadlines. Is consistently proactive, present, prompt, and prepared. Communicates exceptions appropriately.

Professional Communication	UA	Written, oral, or nonverbal communication is inappropriate for educational settings or the intended audience.	Tries to communicate effectively but the results are inconsistent.	Demonstrates an effort to communicate effectively, and is consistently successful.	Consistently communicates effectively across contexts.
Demonstrates professional oral and written communication skills: speaks clearly, has expansive vocabulary and uses rich oral interactions, effective for the audience, presents effectively. Demonstrates thoughtful and responsive listening and observing. **InTASC 3 (n, q, r)** InTASC 9 InTASC 10 Danielson 4f Danielson 4e **Danielson 3a** CAEP 1.1 **CAEP 3.3**		Does not demonstrate active listening and observation.	Meaning may be interrupted and/or may not demonstrate an awareness of audience and situation. May lack awareness of nonverbal communication, including active listening and observation.	Considers the audience and situation. Demonstrates proficient use of content-specific academic language. Uses nonverbal communications appropriately. Listens and observes actively.	Adapts written and oral communication to situations appropriately. Demonstrates mastery of content-specific academic language. Uses nonverbal communication effectively. Demonstrates thoughtful and responsive listening and observation.

Collaboration & Leadership Exhibits interpersonal professional relationships: shows willingness to consider multiple perspectives, interacts with others respectfully. **InTASC 7 (o, q)** InTASC 9 **InTASC 10 (q, r, t)** Danielson 4f **Danielson 4d** Danielson 2a **CAEP 3.3**	UA	Does not work willingly or effectively with others. Discourages or undermines the work of others.	Participates appropriately with colleagues or peers. Supports participation and success for all.	Contributes to groups with colleagues or peers. Demonstrates commitment to team success. Encourages and supports participation.	Contributes to effective group functioning when working with colleagues or peers. Contributes to equity in labor, planning, and execution of tasks. Encourages and supports participation and success for all, and provides constructive feedback to others when appropriate.

Ethical Behavior	UA	Fails to uphold the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct.	Upholds the SRU student Code of Conduct and/or PA Educators' Code of Ethical Conduct.
Maintains professional discretion and confidentiality. The candidate practices legal/ethical conduct: follows SRU student code of conduct and PA Educators code of conduct, engages in ethical conduct, exhibits fair and objective behavior and communication, gives credit to others when using their work, follows local, state and federal laws. **InTASC 9 (n, o)** InTASC 10 Danielson 4f **Danielson 2b** Danielson 4b Danielson 1b CAEP 1.1 **CAEP 3.3** **CAEP 3.6?**				Honors the needs of students, the work setting, and the profession. Demonstrates the sharing of information in the manner appropriate for a future educator. Recognizes the impact of their behavior on students' behavior.	Honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors such as maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.

Critical Thinking & Problem Solving	UA	Does not address problems or seek solutions.	The candidate demonstrates an emerging practice of the educator attribute(s) and has begun displaying signs of intellectual curiosity.	When presented with a problem, candidate seeks solutions.	The candidate is flexible and quickly adapts to classroom circumstances.
Shows motivation and initiative. Demonstrates flexibility/adaptability: adapts teaching to changing classroom circumstances, shows willingness to compromise, improvises when needed. **InTASC 7 (n, o, p, q)** InTASC 10 **Danielson 3e** Danielson 4a **CAEP 3.3**		Does not gather, analyze, or use data to make informed decisions.		Shows willingness to compromise and be flexible. Is mostly self-reliant and uses appropriate assistance.	Is self-reliant when possible and seeks appropriate assistance when necessary. Consistently seeks a variety of different perspectives and uses them to analyze professional contexts.

| *Commitment to Social Justice & Equity*

Values diversity and appreciate differences, including the languages, communities, and experiences all learners bring to the classroom. Promotes mutual understanding for all community members. Candidates advocate for and support marginalized communities and individuals.

InTASC 1
InTASC 2 (l, m, n, o)
InTASC 7 (n)
InTASC 9 (m)
InTASC 10 (q)
Danielson 1b
Danielson 2a
Danielson 4c
Danielson 4d
Danielson 4f
CAEP 3.1? 3.3 | UA | Explicitly shows bias against certain individuals or categories of individuals.

Behaves in a manner that is discriminatory, intolerant, or closed minded.

Resists working with some groups or individuals.

Makes derogatory remarks, or rejects views based on factors such as gender, sexual orientation, exceptionalities, race, culture, religion, or socioeconomic background.

Selects materials, designs activities, or interacts in ways that promote stereotypes or demean others.

May demonstrate resistance or defensiveness if provided feedback. | Appears open to include all individuals and categories of individuals in interactions with students, colleagues, and peers.

Demonstrates respect in interactions with and referring to all individuals.

Demonstrates an awareness of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities).

Selects materials, designs activities, and interacts in ways that diversity is mentioned but not critically analyzed.

When needed, revises according to feedback | Interacts with sensitivity and consideration to diverse populations in interactions with students, colleagues, and peers.

Considers multiple perspectives in interactions with and when referring to all individuals.

Demonstrates analysis of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities).

Selects materials, designs activities, and interacts in ways that demonstrate a critical perspective and appreciation of diversity.

Seeks and revises according to feedback. | Uses a critical, intersectional lens to guide interactions with students, colleagues, and peers.

Demonstrates a commitment to informed and equitable interactions and references.

Demonstrates actions based on critical and ongoing analysis of issues related to diversity (race, gender, sexual orientation, culture, exceptionalities).

Selects materials, designs activities, and interacts in ways that demonstrate a critical perspective and justice orientation.

Advocates for inclusion and consideration of diverse perspectives.

Seeks, provides, and revises according to feedback. |

Commitment to Reflection on Teaching and Ongoing Learning Critically reviews their professional practice and the impact it has on student success. Recognizes the need for and are committed to actively seeking new knowledge, skills, and experiences. InTASC 1 **InTASC 4 (o, p,)** InTASC 6 InTASC 8 **InTASC 9 (l, m, n)** InTASC 10 (t) **CAEP 1.2** **Danielson 4a** **Danielson 1d** Danielson 1b Danielson 1e	UA	Does not demonstrate intellectual engagement with material or others. Does not seek or take advantage of learning opportunities.	Shows interest in personal growth and professional development. Verbal and written contributions demonstrate basic knowledge of material and interest in material and engagement with others. May take advantage of learning opportunities. Positions represent more personal experience than incorporated knowledge.	Shows commitment to personal growth and professional development. Verbal and written contributions demonstrate familiarity with required material and intellectual engagement with material and others. Takes advantage of learning opportunities. Positions represent knowledge beyond personal experience or perspectives.	Takes a collaborative stance toward personal growth and professional development. Demonstrates continuous intellectual engagement with materials and others. Seeks and takes advantage of learning opportunities; deepens understanding of theory, research, and evidence-based practices. Intentionally expands position to incorporate knowledge beyond personal experience or perspectives.