

Candidate: _____ Assessor: _____ Date: _____

Rubric for Assessing Dispositions of Educational Professionals

Instructions: Based on your work with the candidate and using this rubric, please assess the candidate’s commitment to each of the four disposition areas described on this form by placing a check mark next to the appropriate descriptor. When indicating areas as “unacceptable” please follow protocol on “Raising a Concern” and “Tracking Dispositions” (available on website). Also, address the use of “Advising Alternatives” form if deemed appropriate. (see available form)

Contextual Note: If a rating of “unacceptable” is given, the candidate will be made aware of the rating, and faculty associated with the Unit of Education will design a plan of action, in consultation with the assessor, to address the problem area with appropriate intervention and remediation as needed.

	Unacceptable	Acceptable	No Opportunity to Observe	Explanation
Disposition Assessment Outcomes:	Candidate is not familiar with professional dispositions delineated in professional, state, and institutional standards. He/she does not model these dispositions in work with students, families, peers, colleagues, and communities.	Candidate is familiar with the dispositions expected of professionals. His/her work with students, families, peers, colleagues and communities reflect the dispositions delineated in professional, state, and institutional standards.		If unacceptable, please provide documentation or evidence in the area below or as an attachment.
Commitment to Professional Competence and Ongoing Professional Development/*Leader Educators/Practitioners/* Lifelong Learning *Change Agents The Candidate:	Unacceptable (The candidate does not model this disposition.)	Acceptable (The candidate models this disposition most of the time.)	No Opportunity to Observe (The candidate has not been observed in a setting to model this disposition.)	Explanation (If unacceptable)
Uses written and oral communication to make decisions, solve problems, inform, and educate self and others; to respond to collaborative and professional service to society; to think critically and develop self awareness relating to intra/interpersonal functioning	Candidate models only one of these behaviors or rarely, inappropriately, or inconsistently models 2/3 of these behaviors	Candidate models these at appropriate times.		
Uses written and oral communication relative to content and pedagogy to gain expertise on professional practice	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		
Arrives prepared and on time to various obligations and commitments	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		
Attends professional meetings and events that promote collaboration and education (e.g. seminars, meetings, conventions,)	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		

Commitment to Social Justice/*Diversity .*Change Agents (i.e. ideal of fairness and the belief that all students can learn) The Candidate:	Unacceptable (The candidate does not model this disposition.)	Acceptable The candidate models this disposition most of the time.)	No Opportunity to Observe (The candidate has not been observed in a setting to model this disposition.)	Explanation (If unacceptable)
Uses oral and written communication to accommodate multicultural and international perspectives (e.g. uses differentiated instruction to benefit the variety of human expression and promotes social equity and justice); to attend to issues of social, economic, and political equity Individuals and groups that differ by gender, race, social class, disability, and sexual orientation; that promotes high expectations of different individuals and groups through the use of multiple student-centered approaches (e.g. uses multiple approaches of inquiry through the proactive use of inquiry)	Candidate models only one of these behaviors or rarely, inappropriately, or inconsistently models 2/3 of these behaviors	Candidate models these behaviors consistently and at appropriate times.		
Speaks tactfully to others to uphold the dignity of all stakeholders in the education environment (e.g. words used show appreciation of the variety of human expression)	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		
Commitment to Ethics/*Diversity The Candidate:	Unacceptable (The candidate does not model this disposition.)	Acceptable The candidate models this disposition most of the time.)	No Opportunity to Observe (The candidate has not been observed in a setting to model this disposition.)	Explanation (If unacceptable)
Orally states and uses the code of ethical conduct relevant to respective education specialties	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		
Is honest and reflective in relation to personal growth and principled behavior	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		

Uses strategies of instruction and behavior management that adhere to the code of ethical conduct and promote social equity and justice	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		
Uses written or oral communication to express respect for human dignity of all members of the school and community by adhering to confidentiality	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		
Commitment to Well-being of students, families, peer and Community/*Diversity/*Lifelong Learning/ The Candidate:	Unacceptable (The candidate does not model this disposition.)	Acceptable The candidate models this disposition most of the time.)	No Opportunity to Observe (The candidate has not been observed in a setting to model this disposition.)	Explanation (If unacceptable)
Uses written and oral communication to promote the development and welfare of all students by expressing appreciation for others' values, beliefs, and opinions	Candidate inconsistently, inappropriately, and/or rarely models this behavior	Candidate models these behaviors consistently and at appropriate times.		
Initiates conversation and speaks with other peer candidates, students, families, communities and colleagues to promote social equity and justice	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		
Gathers and uses resources to ensure the health and safety of students	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		
Uses written and oral communication to promote productive relationships with others for continued personal growth and social equity and justice	Candidate inconsistently, inappropriately, and/or rarely models this behavior.	Candidate models these behaviors consistently and at appropriate times.		

Candidate Signature _____ Date _____ Assessor Signature _____
Date _____

*Represent infusion of Conceptual Core