

Professional Educator Dispositions Rubric ~ California University of Pennsylvania

Candidate Name:	Date:	Completed by:
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Criteria (Educator Attributes)	Unsatisfactory	Developing	Proficient	Exemplary
Domain: Reflective Practitioner				
<p>Analytic Thinking Skills</p> <p><i>The candidate applies analytic thinking skills.</i></p> <p>CALU 1i, 2a, 3e, 6b, 7d InTASC 9</p>	<ul style="list-style-type: none"> • Candidate does not engage in critical thinking. • Candidate does not make an effort to think things out for himself or herself. 	<ul style="list-style-type: none"> • Candidate engages in critical thinking when prompted. • Candidate displays emerging signs of intellectual curiosity. 	<ul style="list-style-type: none"> • Candidate independently engages in critical thinking on occasion. • Candidate collects appropriate information when making decisions. • Candidate is a critical consumer of research in the field. • Candidate demonstrates intellectual curiosity. 	<ul style="list-style-type: none"> • Candidate independently and systematically engages in critical thinking. • Candidate reflects and makes decisions based on assessment data and analysis.
Overall rating for this criterion:				
<p>Candidate Impact</p> <p><i>The candidate strives to have a positive impact on student learning.</i></p> <p>CALU 1b, 1c, 2a, 2c, 3g, 6c, 7c InTASC 2, 3</p>	<ul style="list-style-type: none"> • Candidate blames others and/or the circumstances for the consequences of his or her actions, decisions, and behaviors. 	<ul style="list-style-type: none"> • Candidate accepts responsibility for his or her actions, decisions, and behaviors. 	<ul style="list-style-type: none"> • Candidate demonstrates that his or her actions, decisions, and behaviors can affect student learning and the success of others. 	<ul style="list-style-type: none"> • Candidate applies instructional strategies and behaviors that are directly linked to increased student achievement. • Candidate is an agent of change.
Overall rating for this criterion:				
<p>Collaboration</p> <p><i>The candidate collaborates to enhance learning and success.</i></p> <p>CALU 1j, 3d InTASC 10</p>	<ul style="list-style-type: none"> • Candidate does not work willingly with others. • Candidate does not work effectively with others. 	<ul style="list-style-type: none"> • Candidate participates appropriately in groups working on cooperative assignments. 	<ul style="list-style-type: none"> • Candidate contributes to groups working on cooperative assignments. • Candidate demonstrates commitment to team success. 	<ul style="list-style-type: none"> • Candidate initiates opportunities to collaborate. • Candidate actively contributes to positive group functioning when working with colleagues or peers.
Overall rating for this criterion:				

Criteria (Educator Attributes)	Unsatisfactory	Developing	Proficient	Exemplary
<p>Leadership</p> <p><i>The candidate applies leadership attributes.</i></p> <p>CALU 1j, 3c InTASC 10</p>	<ul style="list-style-type: none"> • Candidate demonstrates no facilitation skills while working in a group. • Candidate shows no interest in participating in or building a sense of community. 	<ul style="list-style-type: none"> • Candidate participates as a community member when prompted. • Candidate recognizes the importance of building a sense of community. 	<ul style="list-style-type: none"> • Candidate voluntarily engages as a productive community member. • Candidate recognizes the importance of building a sense of community within learning environments. 	<ul style="list-style-type: none"> • Candidate creates trust among colleagues or peers. • Candidate employs facilitation skills to actively build a sense of community within learning environment with the goal of working toward excellence. • Candidate fosters collective wisdom. • Candidate builds sense of ownership and promotes actions that support student learning.
Overall rating for this criterion:				
<p>Problem-Solving Skills</p> <p><i>The candidate applies problem-solving attributes.</i></p> <p>CALU 3a</p>	<ul style="list-style-type: none"> • Candidate does not address problems or seek solutions. 	<ul style="list-style-type: none"> • When presented with a problem or difficulty, candidate requests assistance. 	<ul style="list-style-type: none"> • When presented with a problem or difficulty, candidate seeks solutions. 	<ul style="list-style-type: none"> • Candidate proactively identifies potential problems and a range of solutions that are applied appropriately.
Overall rating for this criterion:				
<p>Values All Students</p> <p><i>The candidate applies the attribute of valuing all students including cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.</i></p> <p>CALU 1a, 1c, 2b, 3f, 6a InTASC 1, 3</p>	<ul style="list-style-type: none"> • Candidate shows bias against certain students or categories of students and colleagues. 	<ul style="list-style-type: none"> • Candidate demonstrates respect to classmates in discussions and during class activities. • Candidate recognizes the validity of differences. 	<ul style="list-style-type: none"> • Candidate considers multiple perspectives in discussions and during class activities. • Candidate interacts with sensitivity and consideration to diverse populations. 	<ul style="list-style-type: none"> • Candidate demonstrates commitment to the success of each student. • Candidate creates and maintains effective learning environments for all students from all backgrounds. • Candidate makes decisions that support the growth of all students. This includes communication skills, grouping of students for instruction, and differentiated instruction.
Overall rating for this criterion:				

Criteria (Educator Attributes)	Unsatisfactory	Developing	Proficient	Exemplary
<p>Willingness to Learn and Accept Feedback</p> <p><i>The candidate applies attributes of willingness to learn and accept feedback.</i></p> <p>CALU 2d, 3b</p>	<ul style="list-style-type: none"> • Candidate is not open to learning about a wide range of topics. • Candidate reacts poorly to constructive feedback. • Candidate appears blatantly inattentive in class. 	<ul style="list-style-type: none"> • Candidate seeks appropriate professional development opportunities and/or seminars. • Candidate is open to learning about a wide range of topics and accepts constructive feedback. • Candidate is actively engaged in class activities. 	<ul style="list-style-type: none"> • Candidate takes responsibility for himself or herself as a learner. • Candidate actively seeks feedback. • Candidate uses the feedback to improve. 	<ul style="list-style-type: none"> • Candidate self-critiques and reflects. • Candidate acts on feedback and sets appropriate goals. • Candidate demonstrates intellectual curiosity.
Overall rating for this criterion:				
Domain: Professionalism				
<p>Professional Attitude and Ethical Behavior</p> <p><i>The candidate applies professional attitude and ethical behavior.</i></p> <p>CALU 3o</p>	<ul style="list-style-type: none"> • Candidate displays negative attitude towards teaching and/or students. • Candidate is overly sarcastic. • Candidate uses an inappropriate sense of humor in professional settings. • Candidate displays academic dishonesty. 	<ul style="list-style-type: none"> • Candidate articulates the importance of teachers as role models. • Candidate recognizes the ethical significance of educational policies. 	<ul style="list-style-type: none"> • Candidate demonstrates composure and maturity. • Candidate recognizes the impact of his or her behavior on students' behavior. • Candidate practices ethical behaviors. • Candidate promotes positive, safe classroom environments. • Candidate complies with university and school district policies and procedures. 	<ul style="list-style-type: none"> • Candidate demonstrates kind, caring, and professional interactions. • Candidate advocates for the education profession. • Candidate acts as a role model showing competence and ethical behavior. • Candidate maintains safe environment. • Candidate follows professional code of ethics.
Overall rating for this criterion:				
<p>Professional Commitment</p> <p><i>The candidate applies professional commitment</i></p> <p>CALU 2d, 3l</p>	<ul style="list-style-type: none"> • Candidate is frequently late. • Candidate is frequently absent. • Candidate makes negative comments about the profession. • Candidate appears to act only in self-interest. 	<ul style="list-style-type: none"> • Candidate shows interest in the profession. • Candidate is punctual. • Candidate is prepared. 	<ul style="list-style-type: none"> • Candidate is interested in the profession. • Candidate acknowledges the importance and relationship of coursework to success in the profession. • Candidate is punctual. • Candidate is well-prepared. • Candidate is energetic. • Candidate is reliable. • Candidate is dependable. • Candidate works past challenges. 	<ul style="list-style-type: none"> • Candidate demonstrates a positive attitude toward the profession. • Candidate demonstrates a positive attitude toward students even when situations require perseverance. • Candidate is self-directed to set and pursue goals.
Overall rating for this criterion:				

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<p>Professional Communication <i>The candidate applies professional communication skills.</i></p> <p>CALU 3k</p>	<ul style="list-style-type: none"> • Candidate’s written, oral, or non-verbal communication is inappropriate for educational settings or the intended audience. • Candidate demonstrates poor mastery of academic language. • Candidate fails to use active listening. 	<ul style="list-style-type: none"> • Candidate shows basic control of the English language. • Candidate considers the audience and situation. • Candidate’s language errors do not interrupt the meaning. • Candidate’s non-verbal communications are not a distraction. 	<ul style="list-style-type: none"> • Candidate demonstrates an effort to communicate effectively. • Candidate uses appropriate tools for professional presentation with few noticeable errors. • Candidate listens actively. • Candidate uses non-verbal communications appropriately. 	<ul style="list-style-type: none"> • Candidate adapts written and oral communication to the situations. • Candidate models formal English in the classroom. • Candidate demonstrates integrity and diplomacy in communications. • Candidate uses non-verbal communications effectively.
Overall rating for this criterion:				
<p>Professional Initiative <i>The candidate applies attributes of professional initiative.</i></p> <p>CALU 3i</p>	<ul style="list-style-type: none"> • Candidate requires prompting in order to meet minimum expectations. • Candidate displays no effort. • Candidate displays no pride in work. • Candidate demonstrates indifference and idleness. • Candidate is often passive. • Candidate relies heavily on external motivation. 	<ul style="list-style-type: none"> • Candidate is self-directed. • Candidate meets basic expectations without prompting. 	<ul style="list-style-type: none"> • Candidate identifies opportunities and acts on them. • Candidate goes beyond expectations in selective situations. • Candidate demonstrates effort and pride in work. 	<ul style="list-style-type: none"> • Candidate is consistently independent. • Candidate goes beyond expectations without prompting.
Overall rating for this criterion:				
<p>Professional Maturity <i>The candidate applies attributes professional maturity.</i></p> <p>CALU 3h</p>	<ul style="list-style-type: none"> • Candidate responds to change, frustration, or stress inappropriately so that it interferes with meeting responsibilities. • Candidate resists change and often complains about it. 	<ul style="list-style-type: none"> • Candidate responds to frustration and stress appropriately. • Candidate recognizes changes and the need to adjust. 	<ul style="list-style-type: none"> • Candidate accepts changes. • Candidate is able to adjust while maintaining a calm demeanor. 	<ul style="list-style-type: none"> • Candidate demonstrates flexibility. • Candidate responds to changes by seeking positive outcomes while maintaining composure and a calm demeanor.
Overall rating for this criterion:				
<p>Professional Presence <i>The candidate presents himself/herself as a professional.</i></p> <p>CALU 3m</p>	<ul style="list-style-type: none"> • Candidate makes a negative impression through inappropriate grooming, dress, or hygiene. 	<ul style="list-style-type: none"> • Candidate’s personal presentation is not distracting. • Candidate is appropriately tidy and clean. 	<ul style="list-style-type: none"> • Candidate’s personal presentation shows pride in his or her appearance as a future educator and makes a positive impression. 	<ul style="list-style-type: none"> • Candidate shows respect for the profession through appropriate attire and presents themselves with confidence.
Overall rating for this criterion:				

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<p>Professional Relationships</p> <p><i>The candidate strives to establish professional relationships.</i></p> <p>CALU 3n</p>	<ul style="list-style-type: none"> • Candidate’s behaviors are inappropriate for school settings. • Candidate does not consider the effect of his or her decisions on others. • Candidate confuses formal and informal situations. 	<ul style="list-style-type: none"> • Candidate employs social skills that make classmates and others comfortable in interactions. 	<ul style="list-style-type: none"> • Candidate demonstrates the sharing of information in the manner appropriate for a future educator. • Candidate is respectful during interactions. • Candidate follows appropriate channels of communication. 	<ul style="list-style-type: none"> • Candidate treats students, parents, and staff with dignity and respect. • Candidate maintains confidentiality. • Candidate has appropriate relationships with students, parents, and colleagues. • Candidate demonstrates appropriate professional etiquette.
Overall rating for this criterion:				
<p>Professional Responsibility</p> <p><i>The candidate applies attributes of professional responsibility.</i></p> <p>CALU 3j</p>	<ul style="list-style-type: none"> • Candidate frequently fails to meet professional responsibilities such as coursework and clearance submissions. • Candidate frequently misses deadlines. • Candidate submits paperwork that is incomplete or inaccurate. • Candidate is uncooperative with paperwork or policies. • Candidate often wants exceptions. • Candidate thinks policies are for other people. 	<ul style="list-style-type: none"> • Candidate meets professional responsibilities such as coursework or clearance submission with minimal prompting and guidance. • Candidate attends and is prepared for academic advising sessions. • Candidate attempts to adhere to all policies. 	<ul style="list-style-type: none"> • Candidate meets professional responsibilities with no prompting or guidance. • Candidate’s coursework and other required paperwork shows organization. • Candidate’s coursework and other required paperwork demonstrates his or her awareness of its important role in teacher preparation. 	<ul style="list-style-type: none"> • Candidate consistently meets professional responsibilities in a highly organized manner with no guidance. • Candidate plans in advance for requirements and deadlines. • Candidate recognizes the importance and purpose of policies and respects their intent.
Overall rating for this criterion:				