

DISPOSITIONS of TEACHING RUBRIC

Collaboration

Critical Self-Reflection and Reflective Practice

Diversity

Social Justice

DISPOSITION	BELOW EXPECTATIONS 1	MEETS EXPECTATIONS 2	EXCEEDS EXPECTATIONS 3
Listens to others in class and in fieldwork C	Does not listen to others in class or field. Interrupts, dominates conversation, closed to diverse points of view.	Listens to others in class and/or field. Responds appropriately to what others say. Open to other persons' points of view.	Listens to others class, supporting differing views. Asks clarifying questions, about diverse views. Supports others.
Collaborates with others in class and in field work C	Works poorly in small groups. Withdraws or dominates in group discussions. Blocks group progress.	Collaborates in small groups and group projects. Works with others' views and furthers group goals.	Fills many roles in small groups. Listens actively and engages in discussion. Shows leadership to further group goals.
Class work, writing, and fieldwork show appreciation, curiosity about subject matter and school populations CSR	Interest limited to basic requirements. No interest in lives of students, school personnel, subject matter. Passive in class and in field.	Questions and comments show interest in students' lives, communities, schools, subject matter. Active in class and field.	Takes initiative in understanding students, schools, communities, subject matter.
Reflects on own attitudes and values about education, experiences in class and field CSR	Superficial reflection on own experiences in field and class. Limited reflection on own values and views towards education.	Reflects critically on educational experiences in class and the field but only somewhat on own attitudes and values related to education.	Critically reflects on own values and attitudes relating to education. Reflective attitude towards fieldwork.
Empathetic communication (written, verbal, and nonverbal) with other candidates, students, parents, school personnel, college peers and professors D	No effort to understand others' views, experiences or how own experiences shape one's views. Resists feedback for improvement.	Attempts to understand and support others' views and experiences differing from one's own. Receptive to feedback for improvement.	Sensitive to others' views. Checks understanding of what others say. Takes collegial stands. Appreciates and acts on feedback for improvement.
Demonstrates professional demeanor in diverse class and field settings D	No sensitivity to surroundings. Impolite and rude. Little seriousness of purpose in class and field.	Conducts appropriate to surroundings. Polite in diverse settings. Seriousness of purpose in field, and in class.	Treats others respectfully, professionally. Seriousness of purpose. Sensitive to respectful of surroundings.
Demonstrates academic integrity in class work SJ	Cheats or plagiarizes. No respect for one's own work or work of classmates, students or other professionals.	Consistently demonstrates academic integrity. Cites sources. Respects own work, and work of others.	Consistently demonstrates academic integrity. Respects own work, and is supportive and respectful of the work of others.
Fair, compassionate in classroom and field SJ	Biased or insensitive to fellow candidates, students, school personnel, parents and college peers and professors.	Treats fellow candidates, students, school personnel, and parents in the field and college classroom with equity and sensitivity	Shows respect for people in the field and college classroom. Advocates for fairness.