

WVSU Education Candidate Dispositions Rubric

Teacher Candidate/Intern's Name: _____
 Cooperating Teacher/Internship Supervisor Name: _____
 Other Participant's Name(s): _____
 Date: _____

1. Demonstrates Professionalism

CAEP STANDARDS 1.1 and 3.6	EXEMPLARY (Builds on reflection, makes changes to improve practice, expands, connects)	TARGET (Puts into practice, implements)	EMERGING (Awareness, articulation, identification)	UNACCEPTABLE (Unaware or unwilling to admit there is a problem)	NOT OBSERVED
Attendance	Consistently present and on time for classes, meetings, obligations and is prepared with all necessary materials.	Rarely absent or late for classes, meetings, obligations.	Occasionally absent or late for classes, meetings, obligations.	Consistently absent or late for classes, meetings, obligations.	
Appearance	Consistently dresses and maintains an appearance that surpasses what is expected on social setting and role.	Regularly dresses and maintains an appearance that is appropriate based on social setting and role.	Occasionally dresses and maintains an appearance that is inappropriate based on social setting and role.	Consistently dresses and maintains an appearance that is inappropriate based on social setting and role.	
Demeanor	Consistently maintains composure and professional demeanor even in stressful situations. Is consistently positive, enthusiastic, and confident. Accepts complete responsibility for actions, employing effective conflict resolution strategies	Regularly maintains professional demeanor and composure. Accepts and reflects upon alternative methods of expressing emotions, making sincere amends for rare loss of control.	Loses composure under stressful situations. Does not always accept personal responsibility for his/her actions.	Loses composure frequently. Avoids personal responsibility for his/her emotions and behaviors, blaming others or outside circumstances for loss of emotional control.	
Ethical Behavior	Has a reputation for always being truthful and honest in dealing with others. Always maintains confidentiality. Demonstrates and advocates for	Is truthful and honest in dealing with others. Maintains confidentiality. Exhibits consistent and equitable treatment of others. Exerts	Is mostly truthful and honest with others, except in minor and isolated circumstances. Usually treats others fairly and equitably.	Displays a pattern of dishonesty or deceitful behavior. Deliberately lies for personal advantage. Betrays	

	equitable treatment of others. Initiates preventive measures to protect others from conditions that interfere with learning or are harmful in any other way.	reasonable efforts to protect others from conditions that interfere with learning or are harmful in any way.	Sometimes exerts reasonable efforts to protect others from conditions that interfere with learning or are harmful in any way.	confidences. Does not treat others fairly and equitably. Does not exert reasonable efforts to protect others from conditions that interfere with learning or are harmful in any way.	
Collegiality with colleagues and students	Interactions with colleagues and students is consistent, appropriate, positive, productive and engaging.	Interaction with colleagues and students is minimal, but appropriate and engaging.	Interaction with colleagues and students is limited or occasionally inappropriate.	Interaction with colleagues and students is minimal or inappropriate.	

Comments:

2. Creates a Positive Learning Environment

	EXEMPLARY (Builds on reflection, makes changes to improve practice, expands, connects)	TARGET (Puts into practice, implements)	EMERGING (Awareness, articulation, identification)	UNACCEPTABLE (Unaware or unwilling to admit there is a problem)	NOT OBSERVED
Community Building	Continually fosters a sense of belonging by allowing students to express thoughts and ideas, build relationships, practice collaboration, and take academic risks in an atmosphere of emotional safety.	Fosters a sense of belonging by allowing students to express thoughts and ideas, build relationship practice collaboration, take academic risks in an atmosphere of emotional safety.	Attempts to foster a sense of belonging by allowing students to express thoughts and ideas, build relationship practice collaboration, take academic risks in an atmosphere of emotional safety.	Does not foster a sense of belonging for students.	

Interpersonal Relationships with Students	Actively demonstrates caring by maintaining a cheerful disposition with students and smiling often. Remains calm at all times and takes every opportunity to model kindness, patience, vulnerability, and empathy. Is willing to admit mistakes and models lifelong learning for students.	Frequently demonstrates caring by maintaining a cheerful disposition with students and smiling often. Remains calm most of the time and takes opportunities to model kindness, patience, and vulnerability. Admits mistakes and models learning for students.	Inconsistently demonstrates caring. Attempts to remain calm in most circumstances and occasionally models kindness, patience, and vulnerability. Is reluctant to admit mistakes.	Does not demonstrate caring. Does not smile often. Does not remain calm or model kindness, patience, or vulnerability. Does not admit mistakes.	
Classroom Management Strategies	Regularly engages students by challenging and respecting their varied readiness levels, interests and needs. Establishes and maintains clear and consistent classroom procedures and rules. Consistently follows through with consequences. Regularly employs strategies such as circulating the room, holding class meetings, and offering student choice, etc.	Engages students by challenging and respecting their varied readiness levels, interests and needs. Establishes and maintains clear and consistent classroom procedures and rules. Follows through with consequences. Employs strategies such as circulating the room, holding class meetings, and offering student choice, etc.	Seeks to engage students by challenging and respecting their varied readiness levels, interests and needs. Attempts to establish and maintain clear classroom procedures and rules. Follows through with consequences. Attempts to employ strategies such as circulating the room, holding class meetings, and offering student choice, etc.	Is not able to engage students in learning. Does not establish or maintain classroom procedures and rules. Does not follow through with consequences or employ classroom management strategies.	

Comments:

3. Communicates Effectively

	EXEMPLARY (Builds on reflection, makes changes to improve practice, expands, connects)	TARGET (Puts into practice, implements)	EMERGING (Awareness, articulation, identification)	UNACCEPTABLE (Unaware or unwilling to admit there is a problem)	NOT OBSERVED
Oral Communication	Oral communication is consistently clear, engaging, and professional.	Oral communication effectively conveys meaning and is easily understood.	Oral communication detracts from conveying meaning and is diminished and/or compromised.	Oral communication does not effectively convey meaning and is diminished and/or compromised.	
Written Communication	Written communication is consistently clear, engaging and professional.	Written communication contains minimal errors and conveys meaning.	Written communication contains multiple errors that detract from conveying meaning.	Written communication contains abundant errors and does not convey meaning.	
Interpersonal Skills with Colleagues	Interaction with peers, colleagues, or school and university personnel are consistently positive and engaging in both words and actions. Actively listens and contributes when appropriate. Exudes courtesy and respect.	Interaction with peers, colleagues, or school and university personnel are positive, appropriate, respectful and courteous in both words and actions. Listens and contributes to discussions and conversations when appropriate.	Interaction with peers, colleagues, or school and university personnel are sometimes negative, demeaning, sarcastic, combative, or inappropriate. Sometimes treats others rudely or with disrespect. Often does not listen. Contribute appropriately to conversations and discussions.	Interaction with peers, colleagues, or school and university personnel are sometimes negative, demeaning, sarcastic, combative, or inappropriate. Often treats others rudely or with disrespect. Does not listen or contribute appropriately to conversations and discussions.	
Social Cues	Is sensitive to social cues and reacts to them appropriately. Demonstrates intuition and the ability to empathize and relate to others. Demonstrates leadership qualities.	Recognizes social cues and reacts to them appropriately. Demonstrates intuition and the ability to relate and empathize with others.	Has some difficulty recognizing social cues and reacting appropriately. Has limited intuition and ability to relate to and empathize with others.	Does not recognize social cues and react to them appropriately. Lacks intuition and ability to relate to and empathize with others.	

Comments:

4. Self-Regulates Personal Learning

	EXEMPLARY (Builds on reflection, makes changes to improve practice, expands, connects)	TARGET (Puts into practice, implements)	EMERGING (Awareness, articulation, identification)	UNACCEPTABLE (Unaware or unwilling to admit there is a problem)	NOT OBSERVED
Initiative	Creates opportunities to be useful and active. Consistently initiates activities or conversations. Continually seeks new information, strategies and ideas to improve practice and meet the learning needs of the class.	Actively looks for ways to be helpful and engaging. Initiates activities or conversations.	Is often passive and seldom initiates activities or conversation.	Is consistently passive and does not initiate activities or conversation.	
Completes Assignments	Completes all assignments on time with minimal support. Follows directions and exceeds expectations.	Consistently submits assignments on time. Usually follows directions and asks for clarification if needed.	Turns in some assignments late. Needs extended time and or support to understand and complete assignments.	Frequently turns in assignments late. Does not follow directions. Needs extensive support to understand and complete assignments.	
Engagement	Consistently engages in and is attentive to the learning environment. Facilitates the engagement of others.	Regularly engages in and is attentive to the learning environment.	Occasionally distracted or disengaged from the learning environment.	Consistently distracted or disengaged from the learning environment.	
Responding to Feedback	Actively seeks out constructive feedback and suggestions from students, colleagues, and supervisors and uses them to continuously improve. Exudes a desire to learn.	Takes constructive feedback and suggestions from students, colleagues and supervisors and uses them to improve.	Occasionally takes suggestions and constructive feedback, but may not always follow through. May resist some constructive feedback or suggestions.	Resists constructive feedback and suggestions or responds negatively. Does not follow through.	
Self-Reflection	Consistently self-reflects and adjusts to make	Takes responsibility for successes and mistakes. Seeks to	Takes responsibility for successes and	Fails to take responsibility for successes and	

	improvements. Takes ownership of progress and performance and strives to meet exemplary standards.	make improvements and regularly self-reflects on performance and progress.	mistakes, but fails to take steps to improve or correct. Occasionally reflects on performance or progress.	mistakes; blames others. Does not reflect on performance or progress.	
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Comments:

5. Respects Diversity

	EXEMPLARY (Builds on reflection, makes changes to improve practice, expands, connects)	TARGET (Puts into practice, implements)	EMERGING (Awareness, articulation, identification)	UNACCEPTABLE (Unaware or unwilling to admit there is a problem)	NOT OBSERVED
Communication and Respect	Works harmoniously and effortlessly with diverse individuals, including students and adults.	Appropriately interacts with students, peers, colleagues, parents, and other school or university personnel.	Sometimes interacts with students, peers, colleagues, parents, and other school or university personnel in a negative, demeaning, sarcastic, or combative manner.	Communicates an inability or willingness to work with some students, colleagues, parents, other school or university personnel.	
Values Different Perspectives	Values varied perspectives, lived experiences, and worldviews that are different from their own. Listens to and shows interest in the ideas and opinions of others. Seeks opportunities to include or show appreciation for those that are marginalized.	Values varied perspectives, lived experiences, and worldviews.	Does not consistently recognize, acknowledge, or value all individuals in a community of learners.	Ridicules/rejects differing perspectives, lived experiences and worldviews.	
Cultural Competence	Demonstrates a commitment to examine implicit, cultural	Demonstrates the ability to examine implicit cultural assumptions,	Demonstrates reluctance to examine implicit cultural	Demonstrates resistance to examine implicit cultural	

	assumptions, frames of reference, perspectives and biases within the ways in which knowledge is constructed. Recognizes and values the cultural wealth of marginalized individuals and their communities.	frames of reference, perspectives and biases within the ways in which knowledge is constructed.	assumptions, frames of reference, perspectives and biases within the ways in which knowledge is constructed.	assumptions, frames of reference, perspectives and biases within the ways in which knowledge is constructed.	
Expectations for all Students	Demonstrates a commitment to high expectations for all students and addresses structural barriers that impeded student performance.	Communicates high expectations for all students.	Does not identify or utilize strategies to address achievement gaps based on inclusion in specific groups.	Accepts achievement gaps based on inclusion in specific groups.	

Comments:

Adapted and revised with permission from University of Connecticut, Neag School of Education, July, 2019 as voted by the Department of Education Staff at West Virginia State University at the May, 2019 workshop.

Teacher candidates will complete the disposition rubric as a self-assessment in Education 200 and during Student Teaching. The professor of 316 will complete one when the students take the class. The cooperating teacher will complete one during the 426 field experience. The final rubric will be completed during the final STAR meeting with the cooperating teacher and the University Supervisor.