PROFESSIONAL DISPOSITIONS RUBRIC

Multiple Subjects Credential Programs

The School of Education of California State University San Marcos fosters the development of the following professional dispositions among our Teacher Candidates. Teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but also positive attitudes about multiple dimensions of the profession. In 2007, the School of Education (SOE) adopted six dispositions: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning.

Disposition	Unacceptable 1	Approaches 2	Meets 3
1. Social Justice and Equity Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.	Behaves in a manner that is discriminatory, intolerant, or close- minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others. Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some students from learning experiences. Gives preferential treatment to some students.	Usually models respect and concern for equitable effort for all learners and responds to feedback on how to improve. Usually demonstrates understanding of diversity (race, gender, culture, exceptionalities) in written work and other expressions and revises according to feedback. Usually selects materials, designs activities and interacts with students in ways that demonstrate appreciation of diversity and demonstrates improvements based on constructive feedback.	Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Consistently selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Consistently advocates for inclusion and consideration of diverse perspectives.

Disposition	Unacceptable 1	Approaches 2	Meets 3
2.Collaboration Candidates practice the skills of collaboration in their professional interactions with instructors, advisors, students, colleagues, parents/guardians/caregivers and those in the wider community.	Interacts with others (students, parents, colleagues) in ways that do not communicate respect. Uses destructive criticism, derogatory remarks, threats, physical coercion, or inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.	Usually interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality and responds positively to feedback for improving. Usually encourages and supports participation and success for all and is responsive to constructive feedback.	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Clearly values and builds relationships. Consistently encourages and supports participation and success for all.
3.Critical Thinking Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.	Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.	Usually analyzes professional contexts by appropriately seeking information to make decisions about practice and responds to constructive feedback. Usually seeks a variety of perspectives in exploring issues. Usually asks questions and takes action to achieve goals or solve dilemmas. Usually anticipates needs and assists others in obtaining resources.	Consistently analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Consistently seeks a variety of perspectives in exploring issues. Consistently asks questions and takes action to achieve goals or solve dilemmas. Consistently anticipates needs and assists others in obtaining resources.
4. Professional Ethics Candidates make and act on well-reasoned, principled judgments.	Fails to honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal, religious, or political views upon others.	Usually honors the needs and best interests of students, the work setting and the profession and responds positively to feedback on how to improve. Usually makes well - reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Consistently makes well-reasoned, principled judgments regarding professional behaviors such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.

Disposition	Unacceptable 1	Approaches 2	Meets 3
5.Reflective Teaching and Learning Candidates critically review their professional practice and the impact it has on student success.	Does not critically evaluate own professional practice or performance (e.g., interactions, written work, assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, or supervisors.	Usually demonstrates understanding of the relevant teaching/learning standards while being responsive to feedback. Usually evaluates own professional performance and the impact on student success. Usually generates ideas for potential improvements. Is usually open-minded and positive when receiving feedback, acting upon suggestions and feedback.	Consistently demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Consistently generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is consistently open-minded and positive when receiving feedback from others. Consistently acts upon suggestions.
6.Life-Long Learning Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.	Does not demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.	Verbal and written contributions usually demonstrate familiarity with required material and intellectual engagement with material and others (e.g., peers, instructors, students). Has taken advantage of some learning opportunities to stay professionally current and acquire new knowledge. Usually meets professional standards in written work and participation. Usually makes connections between concepts, experiences, and content. Positions represent theory, research, and/or data-based evidence rather than personal experience or perspectives.	Consistently demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Consistently seeks and takes advantage of learning opportunities to stay professionally current and acquire new knowledge, skills, and experiences. Is clearly familiar with relevant professional organizations, current research, and interdisciplinary practices. Consistently makes connections between concepts, experiences, and content. Consistently seeks and uses contemporary theory, research, and data-based evidence to inform instruction.