**Purpose of the assessment:** Dispositions are professional attitudes, beliefs, and values that are demonstrated through verbal and non-verbal behaviors.  These behaviors are observed during any interaction with students, families, colleagues, administrators, university faculty/staff, and other community stakeholders. These interactions may take place in face-to-face, virtual, online, spoken, or written situations, including social media.  These dispositions are based on CSU College of Education and Health Profession’s Conceptual Framework and are considered appropriate and expected behaviors for all students.

**Instructions for undergraduate students:** The following eight dispositional domains will be assessed by faculty, staff, supervisors, and/or school personnel at various points during the program. The student must demonstrate proficiency on all dispositions before completing the program. **Students who outrageously exhibit misconduct or knowingly breach an ethical principle will automatically receive a score of "Unacceptable."**

**Instructions for graduate students:** The following eight dispositional domains will be assessed by faculty, staff, supervisors, and/or school personnel at various points during the program. The graduate student must demonstrate proficiency on all dispositions and score exemplary on three or more domains. **Students who outrageously exhibit misconduct or knowingly breach an ethical principle will automatically receive a score of "Unacceptable."**

**Instructions for faculty, staff, supervisors, and/or school personnel:**

1. Select the appropriate indicators based on the student's performance. Example behaviors operationalize each of the eight dispositional domains. This list is meant to illustrate the domain but is not comprehensive.
2. Provide detailed comments for each "Unacceptable", "Needs Improvement", or "Exemplary" rating.
3. Conduct a post-conference with the student to discuss the ratings and areas for improvement.

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| **Disposition** | **Unacceptable** | **Needs Improvement** | **Proficient** | **Exemplary** |
| ***Proficient is the expected level of performance.*** |  |
| **Legal and Ethical Conduct** | Meets a maximum of **one** of the three criteria listed at the Proficient level | Meets **two** of the three criteria listed at the Proficient level | Demonstrates a clear understanding of legal and moral obligations of the profession, which includes integrity and honesty;ANDExhibits ethical conduct by meeting established standards as outlined in the professional code of ethics specific to your discipline;ANDMaintains confidentiality of student/client records, guardian communications, and private, professional communications | **Meets all areas of proficient** ANDDemonstrates commitment to ethical and legal obligations through additional learning and leadership opportunities |

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| **Disposition** | **Unacceptable** | **Needs Improvement** | **Proficient** | **Exemplary** |
| ***Proficient is the expected level of performance.*** |  |
| **Positive Interactions with Others** | Meets a maximum of **one** of the three criteria listed at the Proficient level | Meets **two** of the three criteria listed at the Proficient level | Interacts and establishes an effective rapport with others appropriately, positively, respectfully, and professionally using appropriate language, voice, and tone;ANDDemonstrates flexibility and responsiveness;ANDAcknowledges perspectives and regularly seeks opportunities to collaboratively work/interact with all individuals with respect and consideration to achieve common goals | **Meets all areas of proficient** ANDListens to others and their ideas; helps others develop their ideas while attributing credit where warranted. |

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| **Disposition** | **Unacceptable** | **Needs Improvement** | **Proficient** | **Exemplary** |
| ***Proficient is the expected level of performance.*** |  |
| **Reliability** | Meets a maximum of **two** of the four criteria listed at the Proficient level | Meets **three** of the four criteria listed at the Proficient level |  Meets and is punctual for deadlines, professional activities, and requests;AND Makes prior arrangements with instructor/supervisor when absence is necessary;AND Maintains active and focused participation;AND Asks proactive questions |  **Meets all areas of proficient** ANDShows initiative in finding outside resources to enhance understandingand is proactive in sharing information with colleagues   |

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| **Disposition** | **Unacceptable** | **Needs Improvement** | **Proficient** | **Exemplary** |
| ***Proficient is the expected level of performance.*** |  |
| **Professional Appearance and Demeanor** | Meets a maximum of **one** of the three criteria listed at the Proficient level | Meets **two** of the three criteria listed at the Proficient level |  In all settings (i.e., face-to-face or virtual), exhibits appropriate attire and hygiene;    AND Acts in a mature, professional manner and maintains emotional control;AND Displays confidence, composure,positive attitude and initiative |  **Meets all areas of proficient** ANDModels/ensures a positive work demeanor; remains transparent and honest |

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| **Disposition** | **Unacceptable** | **Needs Improvement** | **Proficient** | **Exemplary** |
| ***Proficient is the expected level of performance.*** |  |
| **Commitment to Student/ Client Learning/ Development**  | Meets a maximum of **one** of the three criteria listed at the Proficient level | Meets **two** of the three criteria listed at the Proficient level |  Demonstrates and advocates the belief that all student/clients can meet goals while adapting approaches to meet various needs and abilities; AND Demonstrates accountability for student/client learning and/or development;ANDPresents information in a positive matter  | **Meets all areas of proficient** ANDDemonstrates the knowledge and ability to apply data to improve student/client learning and/or development |

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| **Disposition** | **Unacceptable** | **Needs Improvement** | **Proficient** | **Exemplary** |
| ***Proficient is the expected level of performance.*** |  |
| **Commitment to Improvement** | Meets a maximum of **one** of the three criteria listed at the Proficient level | Meets **two** of the three criteria listed at the Proficient level | Listens to and uses feedback from faculty, staff, supervisors, and/or school personnel to improve practice.ANDDemonstrates the ability to accept constructive criticism ANDApplies effort to achieve a result despite challenges | **Meets all areas of proficient** ANDConducts self-assessment (analyzes strengths/weaknesses); creates an environment that encourages leadership development for themselves and/or others |

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| **Disposition** | **Unacceptable** | **Needs Improvement** | **Proficient** | **Exemplary** |
| ***Proficient is the expected level of performance.*** |  |
| **Professional Responsibility** | Meets a maximum of **four** of the six criteria listed at the Proficient level | Meets **five** of the six criteria listed at the Proficient level |  Follows appropriate protocols when seeking solutions to problems;AND Values opportunities for networking with others in the field;AND Uses appropriate language conventions in communications both oral and written; AND Demonstrates flexibility and responsiveness;AND Engages in the appropriate use of personal electronic devices and social mediaANDRespects colleagues and peers |  **Meets all areas of proficient** ANDMaintains familiarity with discipline- related research, updates from governing/accrediting bodies, and with local systematic or other professional initiatives. |

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| **Disposition** | **Unacceptable** | **Needs Improvement** | **Proficient** | **Exemplary** |
| ***Proficient is the expected level of performance.*** |  |
| **Cultural Sensitivity** | Meets a maximum of **two** of the four criteria listed at the Proficient level | Meets **three** of the four criteria listed at the Proficient level | Nurtures an inclusive environment for students/clients, colleagues, and peers ANDAcknowledges and respects cultural or lifestyle differences ANDDisplays the ability to work harmoniously and effectively with diverse populations ANDExhibits self-awareness of one’s own cultural identities | **Meets all areas of proficient** ANDCreates/seeks opportunities to learn about and appropriately engage with culturally diverse individuals  |