**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;  AND  Exhibits ethical conduct by meeting established standards as outlined in the professional code of ethics specific to your discipline;  AND  Maintains confidentiality of student/client records, guardian communications, and private, professional communications | **Meets all areas of proficient**  AND  Demonstrates 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;  AND  Demonstrates flexibility and responsiveness;  AND  Acknowledges 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**  AND  Listens 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**  AND  Shows initiative in finding outside resources to enhance understanding  and 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**  AND  Models/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;  AND  Presents information in a positive matter | **Meets all areas of proficient**  AND  Demonstrates 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.  AND  Demonstrates the ability to accept constructive criticism  AND  Applies effort to achieve a result despite challenges | **Meets all areas of proficient**  AND  Conducts 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 media  AND  Respects colleagues and peers | **Meets all areas of proficient**  AND  Maintains 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  AND  Acknowledges and respects cultural or lifestyle differences  AND  Displays the ability to work harmoniously and effectively with diverse populations  AND  Exhibits self-awareness of one’s own cultural identities | **Meets all areas of proficient**  AND  Creates/seeks opportunities to learn about and appropriately engage with culturally diverse individuals |