



Dispositions Evaluation v3.2024

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 the CSU College of Education and Health Professions' Conceptual Framework and are considered appropriate and expected behaviors for all students.

Instructions

The Dispositions Evaluation can be used during a single observation, as a summative assessment, or as a self-assessment. To complete the evaluation, select the appropriate indicators in each dispositions area based on the student's performance. Then provide an overall evaluation of the student's professional attitudes, beliefs, and values by selecting a performance rating based on the criteria of each dispositions area and the number and level of indicators selected. Students who outrageously exhibit serious misconduct or knowingly breach an ethical principle should automatically receive a score of "Unacceptable" regardless of other ratings or indicators selected. Instructors should conduct a post-conference with the student to discuss the ratings, areas for improvement, and areas of strength. Provide detailed comments on the electronic rubric for each dispositions area, regardless of the rating.

Performance Expectations

Initial certification students (generally undergraduate and MAT students) must demonstrate proficiency in all dispositions areas before completing the program. MEd, EdS, and Doctoral students are expected to demonstrate proficiency in all dispositions areas and score exemplary in three or more areas. Students who exhibit serious misconduct or breach an ethical principle will automatically receive a score of "Unacceptable" regardless of other ratings or indicators selected.

Type of Assessment:

Please select one of the following:

- Direct Observation
- Summative Evaluation or
- Self-Assessment

College of Education and Health Professions, Dispositions Evaluation v3.2024

Student:

Date of Assessment:

Assessor:

Semester of Assessment:

DISPOSITIONS AREA 1: LEGAL AND ETHICAL CONDUCT

Select each observed dispositional behavior using the checkboxes, then score the dispositions area rubric based on the dispositional behaviors selected. Include descriptions of how each behavior was demonstrated in the comments section of the rubric. If the behavior was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Legal and Ethical Conduct

- ☐ Unacceptable: Demonstrates none of the below indicators, exhibits serious misconduct, or breaches an ethical principle
- ☐ Proficient: Demonstrates a clear understanding of legal and moral obligations of the profession, which includes integrity and honesty
- ☐ Proficient: Exhibits ethical conduct by meeting established standards as outlined in the professional code of ethics specific to your discipline
- ☐ Proficient: Maintains confidentiality of student/client records, guardian communications, and private, professional communications
- ☐ Exemplary: Demonstrates commitment to ethical and legal obligations through additional learning and leadership opportunities

Dispositions Area 1 Rubric: Legal and Ethical Conduct

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

DISPOSITIONS AREA 2: POSTIVE INTERACTIONS WITH OTHERS

Select all observed dispositional indicators using the checkboxes, then score the dispositions area rubric based on the dispositional indicators selected. Include descriptions of how each indicator was demonstrated in the comments section of the rubric. If the behavior described in an indicator was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Positive Interactions with Others

- ☐ Unacceptable: Demonstrates none of the below indicators, exhibits serious misconduct, or breaches an ethical principle
- ☐ Proficient: Interacts and establishes an effective rapport with others appropriately, positively, respectfully, and professionally using appropriate language, voice, and tone
- ☐ Proficient: Demonstrates flexibility and responsiveness
- ☐ Proficient: Acknowledges perspectives and regularly seeks opportunities to collaboratively work/interact with all individuals with respect and consideration to achieve common goals
- ☐ Proficient: Works with families to gain insight into each child to maximize development, learning, and motivation
- ☐ Exemplary: Listens to others and their ideas; helps others develop their ideas while attributing credit where warranted.

Dispositions Area 2 Rubric: Positive Interactions with Others

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

DISPOSITIONS AREA 3: RELIABILITY

Select all observed dispositional indicators using the checkboxes, then score the dispositions area rubric based on the dispositional indicators selected. Include descriptions of how each indicator was demonstrated in the comments section of the rubric. If the behavior described in an indicator was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Reliability

- ☐ Unacceptable: Demonstrates none of the below indicators, exhibits serious misconduct, or breaches an ethical principle
- ☐ Proficient: Meets and is punctual for deadlines, professional activities, and requests
- ☐ Proficient: Makes prior arrangements with instructor/supervisor when absence is necessary
- ☐ Proficient: Maintains active and focused participation
- ☐ Proficient: Asks proactive questions
- ☐ Exemplary: Shows initiative in finding outside resources to enhance understanding and is proactive in sharing information with colleagues

Dispositions Area 3 Rubric: Reliability

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

DISPOSITIONS AREA 4: PROFESSIONAL APPEARANCE AND DEMEANOR

Select all observed dispositional indicators using the checkboxes, then score the dispositions area rubric based on the dispositional indicators selected. Include descriptions of how each indicator was demonstrated in the comments section of the rubric. If the behavior described in an indicator was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Professional Appearance and Demeanor

- ☐ Unacceptable: Student demonstrated none of the below indicators, exhibit misconduct, or knowingly breached an ethical principle
- ☐ Proficient: In all settings (i.e., face-to-face or virtual), exhibits appropriate attire and hygiene
- ☐ Proficient: Acts in a mature, professional manner and maintains emotional control
- ☐ Proficient: Displays confidence, composure, positive attitude and initiative
- ☐ Exemplary: Models/ensures a positive work demeanor; remains transparent and honest

Dispositions Area 4 Rubric: Professional Appearance and Demeanor

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

DISPOSITIONS AREA 5: COMMITMENT TO STUDENT/ CLIENT LEARNING/ DEVELOPMENT

Select all observed dispositional indicators using the checkboxes, then score the dispositions area rubric based on the dispositional indicators selected. Include descriptions of how each indicator was demonstrated in the comments section of the rubric. If the behavior described in an indicator was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Commitment to Student/ Client Learning/ Development

- ☐ Unacceptable: Demonstrates none of the below indicators, exhibits serious misconduct, or breaches an ethical principle
- ☐ Proficient: Demonstrates and advocates the belief that all student/clients can meet goals while adapting approaches to meet various needs and abilities
- ☐ Proficient: Demonstrates accountability for student/client learning and/or development
- ☐ Proficient: Presents information in a positive matter
- ☐ Exemplary: Demonstrates the knowledge and ability to apply data to improve student/client learning and/or development

Dispositions Area 5 Rubric: Commitment to Student/ Client Learning/ Development

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

DISPOSITIONS AREA 6: COMMITMENT TO IMPROVEMENT

Select all observed dispositional indicators using the checkboxes, then score the dispositions area rubric based on the dispositional indicators selected. Include descriptions of how each indicator was demonstrated in the comments section of the rubric. If the behavior described in an indicator was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Commitment to Improvement

- ☐ Unacceptable: Demonstrates none of the below indicators, exhibits serious misconduct, or breaches an ethical principle
- ☐ Proficient: Listens to and uses feedback from faculty, staff, supervisors, and/or school personnel to improve practice
- ☐ Proficient: Participate in professional learning opportunities to deepen their content and professional practice knowledge
- ☐ Proficient: Works collaboratively with colleagues, mentors, and other school personnel to enhance student learning
- ☐ Proficient: Demonstrates the ability to accept and implement constructive criticism to improve the learner's development and growth
- ☐ Proficient: Applies effort to achieve a result despite challenges
- ☐ Exemplary: Conducts self-assessment (analyzes strengths/weaknesses); creates an environment that encourages leadership development for themselves and/or others

Dispositions Area 6 Rubric: Commitment to Improvement

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

DISPOSITIONS AREA 7: PROFESSIONAL RESPONSIBILITY

Select all observed dispositional indicators using the checkboxes, then score the dispositions area rubric based on the dispositional indicators selected. Include descriptions of how each indicator was demonstrated in the comments section of the rubric. If the behavior described in an indicator was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Professional Responsibility

- ☐ Unacceptable: Demonstrates none of the below indicators, exhibits serious misconduct, or breaches an ethical principle
- ☐ Proficient: Follows appropriate protocols when seeking solutions to problems
- ☐ Proficient: Values opportunities for networking with others in the field
- ☐ Proficient: Uses appropriate language conventions in communications both oral and written
- ☐ Proficient: Demonstrates flexibility and responsiveness
- ☐ Proficient: Engages in the appropriate use of personal electronic devices and social media
- ☐ Proficient: Respects colleagues and peers
- ☐ Exemplary: Maintains familiarity with discipline-related research, updates from governing/accrediting bodies, and with local systematic or other professional initiatives

Dispositions Area 7 Rubric: Professional Responsibility

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

DISPOSITIONS AREA 8: CULTURAL RESPONSIVENESS

Select all observed dispositional indicators using the checkboxes, then score the dispositions area rubric based on the dispositional indicators selected. Include descriptions of how each indicator was demonstrated in the comments section of the rubric. If the behavior described in an indicator was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Cultural Responsiveness

- ☐ Unacceptable: Demonstrates none of the below indicators, exhibits serious misconduct, or breaches an ethical principle
- ☐ Proficient: Nurtures an environment for students/clients, colleagues, and peers that creates a sense of belonging
- ☐ Proficient: Recognizes and respects the strengths and differences of others and employs cultural competency
- ☐ Proficient: Displays the ability to work harmoniously and effectively with all populations
- ☐ Proficient: Exhibits self-awareness of one's own cultural identities
- ☐ Exemplary: Creates/seeks opportunities to learn about others' cultures and adjusts professional practice accordingly

Dispositions Area 8 Rubric: Cultural Responsiveness

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

ELEM: LITERACY PROFESSIONAL DISPOSITIONS AND PRACTICES (ELEMENTARY EDUCATION PROGRAM ONLY)

Select all observed dispositional indicators using the checkboxes, then score the dispositions area rubric based on the dispositional indicators selected. Include descriptions of how each indicator was demonstrated in the comments section of the rubric. If the behavior described in an indicator was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Literacy Professional Dispositions and Practices

- ☐ Unacceptable: Demonstrates none of the below indicators, exhibits serious misconduct, or breaches an ethical principle
- ☐ Proficient: Promotes high-quality literacy learning for all students by using responsive practices and engaging in ethical and effective practices that honor all students' linguistic backgrounds
- ☐ Proficient: Acts in the best interests of striving readers and maintain the public trust by providing accurate and scientifically supported best practices in the field
- ☐ Proficient: Reflects on their practices, engage in ongoing inquiry, and advocate for students and their families to enhance literacy learning
- ☐ Exemplary: Maintains currency with literacy research, updates from governing/accrediting bodies, and local systematic or other professional initiatives

ELEM Rubric: Literacy Professional Dispositions and Practices

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

SPED: Supporting Social, Emotional, and Behavioral Growth (SPECIAL EDUCATION PROGRAM ONLY)

Select all observed dispositional indicators using the checkboxes, then score the dispositions area rubric based on the dispositional indicators selected. Include descriptions of how each indicator was demonstrated in the comments section of the rubric. If the behavior described in an indicator was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Supporting Social, Emotional, and Behavioral Growth

- ☐ Unacceptable: Demonstrates none of the below indicators, exhibits serious misconduct, or breaches an ethical principle
- ☐ Proficient: Use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities
- ☐ Proficient: Use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being
- ☐ Proficient: Systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments
- ☐ Exemplary: Maintains currency with social, emotional, and behavioral research, updates from governing/accrediting bodies, and local systematic or other professional initiatives.

SPED Rubric: Supporting Social, Emotional, and Behavioral Growth

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

SPED: Collaborating with Team Members (SPECIAL EDUCATION PROGRAM ONLY)

Select all observed dispositional indicators using the checkboxes, then score the dispositions area rubric based on the dispositional indicators selected. Include descriptions of how each indicator was demonstrated in the comments section of the rubric. If the behavior described in an indicator was not demonstrated, include opportunities or suggestions for when the candidate could have demonstrated the behavior.

Dispositional Behaviors: Collaborating with Team Members

- ☐ Unacceptable: Demonstrates none of the below indicators, exhibits serious misconduct, or breaches an ethical principle
- ☐ Proficient: Utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs
- ☐ Proficient: Collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families
- ☐ Proficient: Collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families
- ☐ Proficient: Work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families
- ☐ Exemplary: Maintains currency with culturally responsive research as well as engages with the development of school and community programs for individuals with exceptionalities and their families

SPED Rubric: Collaborating with Team Members

Unacceptable (1)	Needs Improvement (2)	Proficient (3)	Exemplary (4)	Comments
Demonstrates none of the above indicators, exhibits serious misconduct, or breaches an ethical principle	Meets <u>some</u> of the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level	Meets <u>all</u> the criteria listed at the Proficient level <u>AND</u> the criteria listed at the Exemplary level	

Overall Comments:**POST-EVALUATION MEETING AND DOCUMENTATION**

All students should have a meeting with their supervisor, instructor, and/or cooperating teacher regarding the results of their evaluation, but any student with any ratings less than satisfactory is required to meet with their supervisor, instructor, and/or cooperating teacher to discuss methods of improvement.

Provide all of the meeting's details, including what was discussed, who was present, and where the meeting took place. If any additional files are included, describe the content of the files and explain why they are being included.