

Professional Dispositions for Undergraduate Education Students Rubric

Professional Commitment and Responsibility	1 Poor	3 Developing	5 Outstanding
1. Exhibits intrinsic motivation and passion for learning	Student shows no interest in learning.	Student sometimes shows excitement and enthusiasm.	Student consistently shows desire and delight for learning.
2. Strives for quality and completeness	Work is often incomplete and of poor quality.	Often produces work of satisfactory value, done to a minimal degree of quality.	Work is consistently complete and of high quality.
3. Prepared and organized	Student is often unprepared and disorganized.	Student is usually prepared. Organization is a problem, but developing.	Student is consistently prepared. Organization is a strong point.
4. Reliable	Student is often late. Student cannot be relied upon to carry through with a project.	Student is usually reliable, but cannot be completely depended upon.	Student is unfailingly consistent, dependable and responsible.
5. Dress and hygiene are appropriate for the setting.	Student dresses inappropriately for the setting. Hygiene is questionable.	Student dresses appropriately most of the time. Hygiene is usually ok.	Student shows sensitivity to others in dress and hygiene, which is always professionally suited to the situation.
6. Honesty and integrity are evident in interactions and decisions.	Student is often dishonest and cannot be trusted.	Honesty and integrity are not a priority.	Honesty and integrity are consistently evident.
Reflection and Self Improvement	1 Poor	3 Developing	5 Outstanding
7. Engages in self-reflection	Student does not self-reflect	Student sometimes engages in self-reflection, but improves minimally.	Student consistently engages in self-reflection and finds ways to improve.
8. Responsive to feedback	Student may become defensive and does not respond to feedback by trying to improve.	Student is sometimes responsive to feedback, but does not always try to improve.	Student welcomes feedback and responds by making changes to improve.
Interpersonal Relationships	1 Poor	3 Developing	5 Outstanding
9. Effective in group interaction, showing openness to the needs and views of others	It is hard to work with this student. He/she does not participate fully.	Student participates in the group, but tends to want his/her own way.	Student is a full participant in a group, pleasant to work with and respectful of the needs and views of others.
10. Recognizes and demonstrates appropriate boundaries	Student tries to be a “buddy” to children. Student is disrespectful of those in authority.	Student is somewhat respectful of boundaries, but often needs guidance in this area.	Student is respectful of those in authority. Student maintains professional boundaries with children.

Effective Communication	1 Poor	3 Developing	5 Outstanding
11. Listens and respects other points of view	Student believes his/her way is the only way and may ridicule another point of view.	Student is willing to listen, but is reluctant to concede that there may be more than one right answer.	Student is able to “agree to disagree.” He/she is able to change an opinion when presented with more information.
12. Uses appropriate communication	Communication lacks professional, respectful tone. Language may be grammatically incorrect or unclear. Communication may be inappropriate.	Communication is professional, appropriate and respectful some of the time.	Communication is consistently professional, appropriate and respectful.
13. Shows enthusiasm reflecting a positive attitude	Actions and attitude displayed may be apathetic, negative or insincere.	Actions and attitude displayed are positive some of the time. May be inconsistent.	Actions and attitudes are consistently upbeat and positive. Displays positive attitude.
14. Listens respectfully to all other students in the group.	Does not listen to or value the contributions of some students.	Makes an effort to listen to and value the contributions of all students.	Consistently listens to contributions of all students. It is obvious that each contribution is valued.
Attitudes Toward Learners	1 Poor	3 Developing	5 Outstanding
15. Interacts positively and appropriately with students	May be apathetic towards students. Interactions may have a negative tone. Interactions may be inappropriate.	Interactions with students are positive some of the time, and negative or apathetic some of the time.	Eager and willing to interact with students. Interactions are consistently positive and appropriate.
16. Expects all students to succeed	Does not expect all children to succeed. Believes some children will fail. Fails to recognize and own their role in the success of those children.	May verbally articulate a belief in the success of all children, but may engage in actions that do not align with this belief.	Expects all children to succeed and recognizes their role in this success. Is able to articulate ways to address many different needs.
17. Demonstrates an awareness of different learning styles	Student gives no thought to different learning styles.	Student is aware of different learning styles, but is unable or unwilling to apply to instruction.	Student is fully aware of different learning styles and structures instruction to reflect this knowledge.
Respect for Diversity	1 Poor	3 Developing	5 Outstanding
18. Recognizes and respects the uniqueness of each individual	Displays minimal understanding or appreciation of diversity. May view differences as deficits.	Beginning to respect the value of diversity. Occasionally recognizes the potential for diversity enhancing the classroom.	Values, appreciates and celebrates diversity in the classroom.
19. Recognizes that diversity enhances the classroom.	Becomes frustrated with the ways that diversity issues affect the classroom setting.	Student is ok with diversity but is unaware of the potential for diversity enhancing the classroom.	Values, appreciates and celebrates diversity in the classroom.
20. Demonstrates a commitment to learning about cultures different from ones own.	Shows no interest in learning about cultures different from ones own.	Interested in other cultures, but does not bring the interest into the classroom.	Shows a genuine interest in other cultures and helps students become excited to learn about other cultures.
21. Embraces the challenge to learn from people from other cultures and ethnic groups.	Shows no understanding that it is possible to learn from other cultures and ethnic groups. Does not see the need to learn from other cultures and ethnic groups.	Interested in learning from other cultures and ethnic groups, but not sure how that might happen.	Eager to learn from other cultures and ethnic groups. Exhibits enthusiasm and openness towards the challenge.

