

**SUNY Potsdam Educational Unit Professional Dispositions Assessment Rubric
[Curriculum & Instruction]**

Criteria & Indicators	Unsatisfactory Performance (Value = 0)	Candidate Needs Improvement to Meet Expectations (Value = 1)	Meets Expectations for a Beginning Teacher (Value = 2)	Exceeds Expectations (Value = 3)	Assessment Rating
Works Well With Others by: encouraging others to share ideas; participating in group/team collaboration; accepting consensus; offering assistance where possible; and making his/her resources available to aid the group's task.	The teacher candidate does not meet expectations for a beginning teacher for working well with others on several of the indicators.	While the teacher candidate is making progress toward meeting beginning teacher expectations of working well with others, the candidate needs to improve one or more of the indicators.	The teacher candidate works well with others by consistently: encouraging others to share ideas; participating in group/team collaboration; accepting consensus; offering assistance where possible; and making his/her resources available to aid the group's task.	The teacher candidate exceeds expectations for a beginning teacher for working well with others by demonstrating all of the indicators and does so with confidence and ease.	
COMMENTS: <i>Please add comments and observations associated with the above indicators.</i>					
Takes Responsibility for One's Own Actions by: following through on responsibilities and tasks in a timely manner; accepting and acting on constructive suggestions; following directions; and not blaming others.	The teacher candidate does not meet expectations for a beginning teacher in taking responsibility for his/her own actions on several of the indicators.	While the teacher candidate is making progress toward meeting expectations for a beginning teacher to take responsibility for one's own actions, one or more of the indicators are in need of improvement.	The teacher candidate takes responsibility for his/her own actions by routinely: following through on responsibilities and tasks in a timely manner; accepting and acting on constructive suggestions; following directions; and not blaming others.	The teacher candidate exceeds expectations for a beginning teacher to take responsibility for one's own actions by demonstrating all of the indicators freely and with confidence.	
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<p>Fosters Positive Relationships by: modeling effective interpersonal behaviors and communication; providing positive reinforcement when appropriate; seeking to solve problems; and seeking involvement in after-school activities.</p>	<p>The teacher candidate does not meet expectations for a beginning teacher for fostering positive relationships on several of the indicators.</p>	<p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher for fostering positive relationships, one or more of the indicators are in need of improvement.</p>	<p>The teacher candidate fosters positive relationships by: modeling effective interpersonal behaviors and communication; providing positive reinforcement when appropriate; seeking to solve problems; and seeking involvement in after-school activities.</p>	<p>The teacher candidate exceeds expectations for a beginning teacher on fostering positive relationships by demonstrating all of the indicators with confidence.</p>	
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<p>Behaves in a Professional Manner by: exhibiting personal integrity; being punctual; dressing professionally; respecting personal boundaries with regard to sharing or seeking information of a personal/intimate nature; and teaching using correct language grammar and avoiding colloquialisms.</p>	<p>The teacher candidate does not meet expectations for a beginning teacher to behave in a professional manner on several of the indicators.</p>	<p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher for behaving in a professional manner, one or more of the indicators are in need of improvement.</p>	<p>The teacher candidate behaves in a professional manner by: exhibiting personal integrity; being punctual; dressing professionally; respecting personal boundaries with regard to sharing or seeking information of a personal/intimate nature; and teaching using correct language grammar and avoiding colloquialisms.</p>	<p>The teacher candidate exceeds expectations for a beginning teacher for behaving in a highly professional manner by exhibiting all of the indicators in an exemplary manner.</p>	
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<p>Maintains High Level of Competence and Integrity in One's Practice by: engaging in ongoing self-reflection while seeking constructive criticism to improve teaching; identifying his/her strengths and needs and working to update skills/knowledge accordingly; organizing information and materials to facilitate student success; consistent preparation through both long and short-term planning.</p>	<p>The teacher candidate does not meet expectations for a beginning teacher to maintain a high level of competence and integrity on several of the indicators.</p>	<p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher to maintain a high level of competence and integrity in his/her practice, there are one or more of the indicators that are in need of improvement.</p>	<p>The teacher candidate maintains a high level of competence and integrity in his/her practice by: engaging in ongoing self-reflection while seeking constructive criticism to improve teaching; identifying his/her strengths and needs and working to update skills/knowledge accordingly; organizing information and materials to facilitate student success; consistent preparation through both long and short-term planning.</p>	<p>The teacher candidate exceeds expectations for a beginning teacher to maintain a high level of competence and integrity in practice by exhibiting all of the indicators in an outstanding manner.</p>	
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<p>Willing to take Risks; Be Flexible; Show Comfort With Uncertainty by: adapting to changes in the workplace (i.e. schedules, snow days, etc.); taking advantage of the teachable moment; trying unfamiliar techniques; and encouraging students and peers to take appropriate risks.</p>	<p>The teacher candidate does not meet expectations for a beginning teacher to be willing to take risks, be flexible and show comfort with uncertainty by not demonstrating several of the indicators.</p>	<p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher to demonstrate willingness to take risks; be flexible and show comfort with uncertainty, there are one or more of the indicators that are in need of improvement.</p>	<p>The teacher candidate demonstrates willingness to take risks, be flexible and show comfort with uncertainty by: adapting to changes in the workplace (i.e. schedules, snow days, etc.); taking advantage of the teachable moment; trying unfamiliar techniques; and encouraging students and peers to take appropriate risks.</p>	<p>The teacher candidate exceeds expectations for a beginning teacher to be willing to take risks; being flexible and showing comfort with uncertainty by demonstrating all of the indicators with confidence.</p>	
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<p>Recognizes and Respects One's Own Diversity and That of Others by: purposively using instructional resources that incorporate alternative points of view; using instructional practices that respectfully reflects the diversity of both the community and beyond; responding respectfully to diverse opinions and lifestyles; providing participants opportunities to share cultures; and creating a climate of inclusivity in the classroom.</p>	<p>The teacher candidate does not meet expectations for a beginning teacher to recognize his/her own diversity and that of others by not demonstrating several of the indicators.</p>	<p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher, one or more of the indicators are in need of improvement.</p>	<p>The teacher candidate recognizes and respects his/her own diversity and that of others by: purposively using instructional resources that incorporate alternative points of view; using instructional practices that respectfully reflects the diversity of both the community and beyond; responding respectfully to diverse opinions and lifestyles; providing participants opportunities to share cultures; and creating a climate of inclusivity in the classroom.</p>	<p>The teacher candidate exceeds expectations for a beginning teacher for recognizing and respecting his/her diversity and that of others by demonstrating all of the indicators routinely in an exemplary manner.</p>	
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