

SUNY Potsdam Educational Unit Professional Dispositions Assessment Rubric
[Secondary v.05/08]

| 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 |
|---|---|---|--|---|-------------------|
| <p>Demonstrates Value of Content Discipline by: expanding discipline-specific, professional, and personal reading practices; and exhibiting consistent enthusiasm for varied areas of focus within the content discipline.</p> | <p>The teacher candidate does not meet expectations for a beginning teacher on both of the following indicators: expanding discipline-specific, professional, and personal reading practices; and exhibiting consistent enthusiasm for varied areas of focus within the content discipline.</p> | <p>While the teacher candidate is making progress toward meeting beginning teacher expectations, the candidate needs to improve one of the following: expanding discipline-specific, professional, and personal reading practices; or exhibiting consistent enthusiasm for varied areas of focus within the content discipline.</p> | <p>The teacher candidate is consistently: expanding discipline-specific, professional, and personal reading practices; and exhibiting consistent enthusiasm for varied areas of focus within the content discipline.</p> | <p>The teacher candidate exceeds expectations for a beginning teacher by demonstrating all of the following indicators with confidence and ease: expanding discipline-specific, professional, and personal reading practices; and exhibiting consistent enthusiasm for varied areas of focus within the content discipline.</p> | |
| <p>COMMENTS: Please add comments and observations associated with the above indicators.</p> | | | | | |
| <p>Works Well With Others by: working collaboratively in groups or teams; and modeling positive listening skills.</p> | <p>The teacher candidate does not meet expectations for a beginning teacher for working well with others on both of the following indicators: working collaboratively in groups or teams; and modeling positive listening skills.</p> | <p>While the teacher candidate is making progress toward meeting beginning teacher expectations of working well with others, the candidate needs to improve one of the following: working collaboratively in groups or teams; or modeling positive listening skills.</p> | <p>The teacher candidate works well with others by consistently: working collaboratively in groups or teams; and modeling positive listening skills.</p> | <p>The teacher candidate exceeds expectations for a beginning teacher by demonstrating all of the following indicators with confidence and ease: working collaboratively in groups or teams; and modeling positive listening skills.</p> | |
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| <p>Takes Responsibility by: following directions and following through on responsibilities and tasks; seeking, accepting and acting on constructive feedback; and completing work in a timely fashion.</p> | <p>The teacher candidate does not meet expectations for a beginning teacher in taking responsibility for his/her own actions on several of the following indicators: following directions and following through on responsibilities and tasks; seeking, accepting and acting on constructive feedback; and completing work in a timely fashion.</p> | <p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher for taking responsibility for their actions, there are one or more of the following indicators that needs improvement: following directions and following through on responsibilities and tasks; seeking, accepting and acting on constructive feedback; or completing work in a timely fashion.</p> | <p>The teacher candidate takes responsibility for his/her own actions by routinely: following directions and following through on responsibilities and tasks; seeking, accepting and acting on constructive feedback; and completing work in a timely fashion.</p> | <p>The teacher candidate exceeds expectations for a beginning teacher by demonstrating all of the following indicators freely and with confidence: following directions and following through on responsibilities and tasks; seeking, accepting and acting on constructive feedback; and completing work in a timely fashion.</p> | |
| <p>COMMENTS: Please add comments and observations associated with the above indicators.</p> | | | | | |
| <p>Fosters Positive Relationships by: modeling effective interpersonal behaviors and communication; engaging in positive interactions with faculty, colleagues, staff and peers; and by seeking to solve problems.</p> | <p>The teacher candidate does not meet expectations for a beginning teacher for fostering positive relationships on several of the following indicators: modeling effective interpersonal behaviors and communication; engaging in positive interactions with faculty, colleagues, staff and peers; and seeking to solve problems.</p> | <p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher, one or more of the following indicators are in need improvement: modeling effective interpersonal behaviors and communication; engaging in positive interactions with faculty, colleagues, staff and peers; or seeking to solve problems.</p> | <p>The teacher candidate fosters positive relationships by: modeling effective interpersonal behaviors and communication; engaging in positive interactions with faculty, colleagues, staff and peers; and by seeking to solve problems.</p> | <p>The teacher candidate exceeds expectations for a beginning teacher on fostering positive relationships by demonstrating all of the following indicators confidently: modeling effective interpersonal behaviors and communication; engaging in positive interactions with faculty, colleagues, staff and peers; and by seeking to solve problems.</p> | |
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| <p>Behaves in a Professional Manner by: being punctual; and attending class sessions and other responsibilities consistently and regularly; respecting confidentiality; presenting self in a personable and professional manner and using effective and appropriate spoken and written language.</p> | <p>The teacher candidate does not meet expectations for a beginning teacher to behave in a professional manner on several of the following indicators: being punctual; and attending class sessions and other responsibilities consistently and regularly; respecting confidentiality; presenting self in a personable and professional manner and using effective and appropriate spoken and written language.</p> | <p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher, one or more of the following indicators are in need of improvement: being punctual; and attending class sessions and other responsibilities consistently and regularly; respecting confidentiality; presenting self in a personable and professional manner or using effective and appropriate spoken and written language.</p> | <p>The teacher candidate behaves in a professional manner by: being punctual; and attending class sessions and other responsibilities consistently and regularly; respecting confidentiality; presenting self in a personable and professional manner and using effective and appropriate spoken and written language.</p> | <p>The teacher candidate exceeds expectations for a beginning teacher for behaving in a highly professional manner by exhibiting all of the following indicators in an exemplary manner: being punctual; and attending class sessions and other responsibilities consistently and regularly; respecting confidentiality; presenting self in a personable and professional manner and using effective and appropriate spoken and written language.</p> | |
| <p>COMMENTS: Please add comments and observations associated with the above indicators.</p> | | | | | |
| <p>Maintains High Level of Competence and Integrity in One's Practice by: exhibiting interest in and enthusiasm for the learning process; adhering to the SUNY Potsdam Academic Honor Code; and by being prepared and contributing to class discussions.</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 following indicators: exhibiting interest in and enthusiasm for the learning process; adhering to the SUNY Potsdam Academic Honor Code; and by being prepared and contributing to class discussions.</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 following indicators that are in need of improvement: exhibiting interest in and enthusiasm for the learning process; adhering to the SUNY Potsdam Academic Honor Code; or by being prepared and contributing to class discussions.</p> | <p>The teacher candidate maintains a high level of competence and integrity in his/her practice by: exhibiting interest in and enthusiasm for the learning process; adhering to the SUNY Potsdam Academic Honor Code; and by being prepared and contributing to class discussions.</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 following indicators in an outstanding manner: exhibiting interest in and enthusiasm for the learning process; adhering to the SUNY Potsdam Academic Honor Code; and by being prepared and contributing to class discussions.</p> | |
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| <p>Willing to take Risks; Be Flexible; Show Comfort With Uncertainty by: adapting to changes in schedules; and showing self-direction in completing tasks.</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 either of the following indicators: adapting to changes in schedules; and showing self-direction in completing tasks.</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 of the following indicators that are in need of improvement: adapting to changes in schedules; or showing self-direction in completing tasks.</p> | <p>The teacher candidate demonstrates willingness to take risks, is flexible and shows comfort with uncertainty by: adapting to changes in schedules; and showing self-direction in completing tasks.</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 following with confidence: adapting to changes in schedules; and showing self-direction in completing tasks.</p> | |
| <p>COMMENTS: Please add comments and observations associated with the above indicators.</p> | | | | | |
| <p>Recognizes and Respects Diversity by: responding appropriately to diverse opinions; and creating a climate of inclusion.</p> | <p>The teacher candidate does not meet expectations for a beginning teacher to recognize and respect diversity by not demonstrating the following indicators: responding appropriately to diverse opinions; and creating a climate of inclusion.</p> | <p>While the teacher candidate is making progress toward meeting expectations for a beginning teacher in recognizing and respecting diversity, one of the following indicators are in need of improvement: responding appropriately to diverse opinions; or creating a climate of inclusion.</p> | <p>The teacher candidate recognizes and respects diversity by consistently: responding appropriately to diverse opinions; and creating a climate of inclusion.</p> | <p>The teacher candidate exceeds expectations for a beginning teacher for recognizing and respecting diversity by demonstrating all of the following routinely in an exemplary manner: responding appropriately to diverse opinions; and creating a climate of inclusion.</p> | |
| <p>COMMENTS: Please add comments and observations associated with the above indicators.</p> | | | | | |