

**Department Special Education and Education Leadership  
Special Education Program  
Professional Disposition Rubric**

**Purpose:** *This document will serve as our dispositions monitoring document that will follow the candidate from program entry to completion. It will be used as an additional data item to make decisions about (a) a candidate's progress through the program; (b) document and provide accolades for exceptional candidates; (c) use for documentation of continual improvement for program design; and (d) provides a point of conversation with candidates.*

(c)

**Directions**

1. The rubric is kept in each candidate's file. Candidates are "proficient" unless otherwise noted. When instructor gives feedback or a redirection that is outside of what is normally given, OR if there is something exceptional – an accolade – that is recognized outside of what is normally observed, it will be noted on the rubric with quarter and date and instructor's initials. A redirection is either a written or a verbal statement from faculty meant to guide the candidate towards improvement in one of the dimensions below. It is not conventional instruction associated with course outcomes. A redirection is not a case conference.
2. The instructor providing the feedback, redirection, or accolade will document it on the rubric below, send an email to the candidate regarding the issue and copy the program coordinator. The program coordinator will place a copy of the email in the sealed envelope in the candidate's file.
3. The instructor will scan through the rubric to note number of incidents across the rubric. If there are a total of three or more, the candidate's advisor will be notified. The candidate along with the concern *or accolade* will be brought to the faculty attention for further review and consideration of follow-up action.

OR

An extreme incident of lack of professionalism or appropriate dispositions also activates a case conference and a plan of improvement. If the plan of improvement is not successfully completed, the candidate may be removed from the program.

<b>Exemplary</b>	=	Goes above and beyond elements of proficient; independently demonstrates and/or independently seeks and uses resources; some examples are noted in each category; and/or accolade(s) documented
<b>Proficient</b>	=	Elements are present; behavior is performed consistently; needs minimal support
<b>Developing</b>	=	One redirection in a category or formal feedback provided
<b>Unsatisfactory</b>	=	More than two redirections (developing noted) in a category or an incident or behavior that results/warrants a case conference

Candidate Name: \_\_\_\_\_ Admission Quarter Fall /Winter/Spring 20\_\_\_\_\_

When making a comment, please include the quarter and the date in the fields below.

<b>1. Demonstrates effective written and oral communication skills</b> <i>(Danielson: 3a; Marzano 30; InTASC 3(r) – SPED Professional Practice Standard 1)</i>				
Description – Such as some of the following:	4.Exemplary	3. Proficient	2.Developing	1. Unsatisfactory
<ul style="list-style-type: none"> <li>• Written and verbal communication complies with standard English and conventions (grammar, mechanics, structure)</li> <li>• Communicates at an appropriate level with the learner (or listener)</li> <li>• Demonstrates active and reflective listening</li> <li>• Makes appropriate comments in classroom and field placements</li> <li>• Uses a variety of communication strategies to motivate candidates (e.g. voice inflection, language, words)</li> </ul>	<p>Submits paper/work accepted at a conference</p> <p>Takes responsibility to seek and use resources to accommodate self/needs of candidates</p>	<p>Candidates are assumed here unless noted otherwise; proficient means behavior is performed consistently; needs minimal support</p>	<p>Formal feedback or redirection noted</p>	<p>Case conference in one or more area noted</p>
Quarter				
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<b>2. Demonstrates Professionalism</b>				
<i>(Danielson: 4f; InTASC: 9(0); - Sped Professional Practice Standard 1)</i>				
Description – Such as some of the following:	4.Exemplary	3. Proficient	2.Developing	1.Unsatisfactory
<ul style="list-style-type: none"> <li>• Responds to emails and requests promptly (e.g. within 24 hours during the week)</li> <li>• Turns in work promptly</li> <li>• Exhibits punctuality and attendance</li> <li>• Makes and keeps relevant meetings</li> <li>• Appropriately groomed for a variety of settings</li> <li>• Functions and fulfills obligations as a participant and leader of a team in a classroom and/or field placements</li> <li>• Maintains professional boundaries with students, peers, staff, and faculty</li> <li>• Avoids inappropriate conversations inside and outside of the classroom</li> <li>• Uses technologies appropriately in professional contexts</li> <li>• Maintains publicly presentable social media</li> </ul>	<p>Turns in work early</p> <p>Models organizational strategies for others</p> <p>Leads teams/groups independently</p> <p>Supports other candidates/colleagues in getting back on track/task</p>	<p>Candidates are assumed here unless noted otherwise; proficient means behavior is performed consistently; needs minimal support</p>	<p>Formal feedback or redirection noted</p>	<p>Case conference in one or more area noted</p>
Quarter				
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<b>3. Demonstrates a positive and enthusiastic attitude</b> <i>(Marzano: 29 – SPED Professional Practice Standard 1)</i>				
Description - Such as some of the following:	4.Exemplary	3. Proficient	2. Developing	1.Unsatisfactory
<ul style="list-style-type: none"> <li>• Demonstrates a positive affect with students</li> <li>• Seeks solutions to problems instead of complaining</li> <li>• Encourages students</li> <li>• Tries new things that are suggested</li> <li>• Engages openly and actively with students</li> <li>• Has a positive attitude in and out of the classroom</li> <li>• Is open to and accepts constructive feedback</li> </ul>	<p>Comes up with new ideas independently</p> <p>Actively seeks feedback</p>	<p>Candidates are assumed here unless noted otherwise;</p> <p>proficient means behavior is performed consistently;</p> <p>needs minimal support</p>	<p>Formal feedback or redirection noted</p>	<p>Case conference in one or more area</p>
Quarter				
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<b>4. Demonstrates preparedness in teaching and learning</b> <i>(Danielson: 1e, 3e, 4a; InTASC: 3(p) – SPED Professional Practice Standard 5)</i>				
Description - Such as some of the following	4.Exemplary	3.Proficient	2.Developing	1.Unsatisfactory
<ul style="list-style-type: none"> <li>• Learns and adjusts from experience and reflection</li> <li>• Comes to class/practicum prepared (e.g., lesson plans, materials, assignments completed)</li> <li>• Recognizes students' needs and is prepared to make necessary changes</li> </ul>	<p>Leads/initiates discussions in class</p> <p>Puts in extra time</p>	<p>Candidates are assumed here unless noted otherwise;</p> <p>proficient means behavior is performed consistently;</p> <p>needs minimal support</p>	<p>Formal feedback or redirection noted</p>	<p>Case conference in one or more area</p>

<ul style="list-style-type: none"> <li>Plans lessons that are developmentally and chronologically age appropriate</li> <li>Has plans and/or materials ready for teaching in field experiences</li> <li>Pays attention/remains on task in class (e.g., does not engage in activities such as checking email; surfing the web; side conversations; or other activities that may interfere with concentration)</li> </ul>				
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<b>5. Exhibits an appreciation of and value for cultural and academic diversity</b> <i>(Danielson 1b, 2a, 2b; Marzano 36, 39; InTASC: 2(m), 2(n), 2(o), 3(0), 9(m), 10(q) – SPED Professional Practice Standards 2, 6)</i>				
Description – Such as some of the following:	4.Exemplary	3.Proficient	2.Developing	1.Unsatisfactory
<ul style="list-style-type: none"> <li>Demonstrates awareness of traditional and non-traditional family contexts including family status</li> <li>Recognizes multiple forms of diversities/differences to include, but not limited to, racial, SES and disability</li> <li>Maintains a ‘safe classroom’ that models acceptance and understanding of culture and individual differences and intervenes when necessary</li> <li>Works to create a positive and accessible school experience for all constituents, including students and families</li> </ul>	Takes on additional projects outside of class that promote cultural/ academic diversity	Candidates are assumed here unless noted otherwise; proficient means behavior is performed consistently; needs minimal support	Formal feedback or redirection noted	Case conference in one or more area

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<b>6. Collaborates effectively with stakeholders</b>				
<b>(Danielson: 4c, 4d; Marzano: 55, 56; In TASC: 1(k), 3(n), 3(q), 7(o) – SPED Professional Practice Standards 1, 2)</b>				
<b>Description – Such as some of the following:</b>	<b>4.Exemplary</b>	<b>3.Proficient</b>	<b>2.Developing</b>	<b>1.Unsatisfactory</b>
<ul style="list-style-type: none"> <li>• Under guidance from cooperative teacher and university supervisor, engages parental and guardian involvement in practicum in conjunction with cooperating teacher and university supervisor</li> <li>• Demonstrates flexibility</li> <li>• Respectfully listens and responds to stakeholders’ perspectives</li> <li>• Maintains a respectful tone and interacts appropriately at all times</li> <li>• Shares successful teaching strategies as appropriate</li> <li>• Exhibits a sense of equity</li> <li>• Builds professional rapport</li> </ul>	Case conference in one or more area	Candidates are assumed here unless noted otherwise; proficient means behavior is performed consistently; needs minimal support	Formal feedback or redirection noted	Leads a team, prepares for work beyond what is required Thoughtfully considers opinions of others and adds to thinking
Quarter				
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Quarter				

<b>7. Demonstrates self-regulated learner behaviors/takes initiative</b>				
<i>(Danielson: 4e; Marzano: 57; InTASC: 9(1), 9(n), 10(r), 10(t) – SPED Professional Practice Standards 3, 4, 5)</i>				
Description – Such as some of the following:	4.Exemplary	3.Proficient	2.Developing	1.Unsatisfactory
<ul style="list-style-type: none"> <li>• Recognizes own areas of need and asks for support</li> <li>• Seeks clarification if needed</li> <li>• Researches and implements different and most effective teaching approaches</li> <li>• Assumes personal responsibility for performance and interactions</li> <li>• Demonstrates work ethic and takes initiative</li> </ul>	Independently problem solves	Candidates are assumed here unless noted otherwise; proficient means behavior is performed consistently; needs minimal support	Formal feedback or redirection noted	Case conference in one or more area
Quarter				
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<b>8. Exhibits the social and emotional behaviors that promote personal and educational goals/stability</b> <i>(Marzano: 37, 38 – SPED Professional Practice Standard 2)</i>				
Description – Such as some of the following:	4.Exemplary	3.Proficient	2.Developing	1.Unsatisfactory
<ul style="list-style-type: none"> <li>• Takes responsibility for self and actions</li> <li>• Demonstrates self-regulation when discussing sensitive issues</li> <li>• Does not overreact to criticism and/or feedback</li> <li>• Demonstrates perseverance and resilience (grit)</li> <li>• Demonstrates effective communication about personal issues with superiors if appropriate.</li> <li>• Sensitive to feelings of others</li> </ul>	Encourages others to maintain professional demeanor across a variety of situations	Candidates are assumed here unless noted otherwise; proficient means behavior is performed consistently; needs minimal support	Formal feedback or redirection noted	Case conference in one or more area
Quarter				
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