

Disposition Rubric State University of New York: Teacher Education Unit

The rationale for using the dispositions rubric is to have a measure that identifies the development of candidates' character, pedagogy, and professionalism throughout their educator preparation program. The measure is used prior to student teaching to identify any areas that are deemed "unacceptable" so a plan can be made by the faculty member(s) and candidate for improvement. Candidates are expected to receive ratings of "Acceptable" or "Target" for all items by the end of student teaching from their supervisors to ensure they demonstrate all the dispositional attributes at the minimum acceptable level for the unit. Mentor teachers also review the student teacher, and that data is included below. The Dispositions for Early Field is evaluated by program faculty and completers multiple times during candidates' programs prior to student teaching.

	Unacceptable 1	Acceptable 2	Target 3
1. Integrity Disposition	Displays dishonesty AND/OR unlawful behavior as may be evidenced by a TECRC review. Fails to follow through, honor commitments, attend in person and/or online meetings, or maintain confidentiality.	Exhibits character through honesty, trustworthiness, transparency, and responsible behavior in both in person and online environments. Is dependable in follow-through and honoring commitments. Maintains confidentiality and strives to remain unbiased in interacting with others.	Exhibits exceptional character through honesty, trustworthiness, transparency, and responsible behavior. Is always dependable in follow through and honoring commitments. Maintains confidentiality and follows all protocols for participation in person and online meetings as outlined by the school and/or school district. Displays a lack of bias in interacting with others.
Mentor Sp 23 (n=339)	1%	4%	95%
Supervisor Sp 23 (n=340)	1%	9%	90%
Mentor Fall 23 (n=181)	0%	6%	94%
Supervisor Fall 23 (n=184)	0%	7%	93%
Mentor Sp 24 (n=344)	1%	8%	91%
Supervisor Sp 24 (n=346)	0%	8%	92%

	Unacceptable 1	Acceptable 2	Target 3
2. Emotional Maturity Disposition	Fails to recognize personal limitations. Is unable to maintain self-control. Does not demonstrate proper etiquette during in person or online meetings. Displays behavior that is disrespectful to others.	Expresses an awareness of self and usually acknowledges personal strengths and limitations. Maintains self-control and demonstrates appropriate etiquette during in person or online meetings. Is developing an increased sense of responsibility for own actions. Is open to suggestions and interacts with others.	Expresses an awareness of self and acknowledges personal strengths and limitations. Maintains self-control and engages in professional etiquette with all stakeholders in all settings. Accepts responsibility for own actions, is open to different ideas, and interacts well with others.
Mentor Sp 23 (n=339)	1%	8%	91%
Supervisor Sp 23 (n=340)	1%	9%	90%
Mentor Fall 23 (n=181)	0%	7%	93%
Supervisor Fall 23 (n=184)	0%	5%	95%
Mentor Sp 24 (n=344)	1%	11%	88%
Supervisor Sp 24 (n=346)	0%	8%	92%

	Unacceptable 1	Acceptable 2	Target 3
3. Work Ethic Disposition	Is not prepared for scheduled class meetings and/or online meetings AND/OR is late to class. Work is characterized by errors and/or is late or missing.	Demonstrates genuine and sustained effort. Produces work that is correct. Is organized, prepared, reliable, and punctual to online and in person meetings, though may need minor improvement in planning AND/OR time management. Shows effort to adjust to disruptions to typical teaching routines and delivery methods.	Is consistently well organized, prepared, reliable, and punctual to all meetings and classes. Produces work that is complete, timely and evident of detailed planning. Makes extra efforts to adapt instruction in response to disruptions to teaching routines and delivery methods. Works above and beyond expectations in all areas.
Mentor Sp 23 (n=339)	1%	15%	84%
Supervisor Sp 23 (n=340)	1%	13%	86%
Mentor Fall 23 (n=181)	1%	19%	80%
Supervisor Fall 23 (n=184)	0%	13%	87%
Mentor Sp 24 (n=344)	1%	18%	81%
Supervisor Sp 24 (n=346)	1%	14%	85%

	Unacceptable 1	Acceptable 2	Target 3
4. Fairness and Empathy Disposition	Displays inability to listen to all opinions and perspectives and lacks the ability to make reasoned decisions AND/OR to demonstrate empathy and concern for others. Rarely supports, encourages, and advocates for others in an unbiased manner. Does not understand the challenges that families and children face during difficult times.	Listens to all opinions and perspectives, makes reasoned decisions, and generally shows empathy and concern for others. Demonstrates an awareness of diversity and usually supports, encourages, AND/OR advocates for others in an unbiased manner. Seeks opportunities to help students who are particularly affected by difficult situations.	Understands all opinions and perspectives, makes reasoned decisions, and shows empathy and concern for others. Supports, encourages, and advocates for all individuals in an unbiased manner, demonstrating a commitment to diversity. Seeks out resources and makes appropriate adaptations to help the most vulnerable students affected by difficult situations.
Mentor Sp 23 (n=339)	1%	8%	91%
Supervisor Sp 23 (n=340)	1%	9%	90%
Mentor Fall 23 (n=181)	0%	10%	90%
Supervisor Fall 23 (n=184)	0%	5%	95%
Mentor Sp 24 (n=344)	0%	14%	86%
Supervisor Sp 24 (n=346)	0%	9%	91%

	Unacceptable 1	Acceptable 2	Target 3
5. Collegiality Disposition	Demonstrates discourteous communication, whether in person or online, and does not work well with members of the learning community. Has not formed positive relationships w/colleagues. Does not share ideas or knowledge, fails to assist others, and lacks conflict management skills.	Models' courtesy in both in person and online communications and works well with all members of the learning community. Is making acceptable progress in both in person and online settings towards forming positive relationships through sharing ideas and knowledge, demonstrating professionalism, discussing issues, and managing conflict.	Consistently models courtesy in both in person and online communication and works well with all members of the learning community. Excels in forming positive relationships in both in person and online settings through sharing ideas and knowledge discussing issues, and managing conflict.
Mentor Sp 23 (n=339)	0%	8%	92%
Supervisor Sp 23 (n=340)	1%	6%	93%
Mentor Fall 23 (n=181)	0%	8%	92%
Supervisor Fall 23 (n=184)	0%	4%	96%
Mentor Sp 24 (n=344)	0%	12%	88%
Supervisor Sp 24 (n=346)	0%	5%	95%

	Unacceptable 1	Acceptable 2	Target 3
6. Respect for Policies and Procedures Disposition	Ignores policies AND/OR current health/safety protocols. Expects waivers AND/OR displays lack of awareness of basic college/school policies and/or violates those policies.	Seeks clarification of policies as needed AND/OR can describe and explain basic college/school policies, including health/safety policies and regularly makes an effort to comply. Seeks clarification of policies as needed.	Routinely demonstrates behavior consistent with policies AND/OR can easily describe and explain college/school policies, including health/safety policies, relevant to stakeholders (e.g., students, teachers, administrators, parents, community members). Helps to promote policies and procedures put into place to protect students, staff, and others.
Mentor Sp 23 (n=339)	0%	9%	91%
Supervisor Sp 23 (n=340)	1%	10%	89%
Mentor Fall 23 (n=181)	0%	8%	92%
Supervisor Fall 23 (n=184)	0%	7%	93%
Mentor Sp 24 (n=344)	0%	11%	89%
Supervisor Sp 24 (n=346)	0%	9%	91%