**KSU SMGE CANDIDATE DISPOSITIONS/PROFESSIONALISM Rubric**

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| **1. Communication** | | **1 - Ineffective** | | **2- Needs Development** | | **3 - Proficient** | **4 - Exemplary** |
| The candidate uses verbal and non-verbal communication techniques to foster positive interactions and promote learning on campus, in the classroom, and in the school environment. | | The teacher candidate **inadequately** communicates with others by poorly acknowledging concerns, responding to inquiries, or encouraging involvement and/or **by consistently using imprecise language and incorrect vocabulary and grammar.** | | The teacher candidate **inconsistently** communicates with others or communicates in ways that only partially enhance positive interactions and promote student learning and/or **frequently uses imprecise language and incorrect vocabulary and grammar.** | | The teacher candidate **communicates effectively** with others in ways that only partially enhance positive interactions and promote student learning **and/or inconsistently uses precise language and correct vocabulary and grammar.** | The teacher candidate **uses optimal communication techniques, including precise language and correct vocabulary and grammar,** in given situations to proactively inform, network, and collaborate with others to enhance learning by self, peers, or students. |
| The candidate adheres to campus policies regarding communication of student information. | | The teacher candidate **inadequately** adheres to policy regarding communication of student information. | | The teacher candidate **inconsistently** adheres to policy regarding communication of student information. | | The teacher candidate **consistently** adheres to policy regarding communication of student information in most situations. | The teacher candidate **consistently** **and correctly** adheres to policy regarding communication of student information in all applicable situations. |
| In partnership with the classroom teacher, the program instructor, and/or peers, the candidate creates a climate of openness for others by demonstrating a collaborative and approachable style. | | The teacher candidate **inadequately** uses optimal communication techniques to create a climate of openness for others by demonstrating a collaborative and approachable style. | | The teacher candidate in**consistently** uses optimal communication techniques to create a climate of openness for others by demonstrating a collaborative and approachable style.  ~~,~~ | | The teacher candidate **somewhat consistently** uses optimal communication techniques to create a climate of openness for others by demonstrating a collaborative and approachable style. | The teacher candidate **consistently and effectively** uses optimal communication techniques to create a climate of openness for others by demonstrating a collaborative and approachable style. |
| The candidate listens and responds with cultural awareness, empathy, and understanding to the voice of students, and/or other stakeholders (parents, community, and other teachers). | | The teacher candidate **inadequately** communicates with students, peers, and other stakeholders (parents, community, and other teachers indicate cultural awareness, empathy, or understanding. | | The teacher candidate **inconsistently** communicates with students, peers, and other stakeholders (parents, community, and other teachers) ways that indicate cultural awareness, empathy, or understanding. | | The teacher candidate **communicates** with students, peers, and other stakeholders (parents, community, and other teachers) in ways that enhance student learning through cultural awareness, empathy, or understanding. | The teacher candidate **consistently** **uses optimal communication techniques** in a given situation to listen and respond to others in ways that enhance student learning through cultural awareness, empathy, ~~or~~ and understanding. |
| **2. Collaboration and Cooperation with Peers and Faculty** | | **1 - Ineffective** | | **2- Needs Development** | | **3 - Proficient** | **4 - Exemplary** |
| The candidate values and supports collaborative and respectful relationships. | | The teacher candidate inadequately communicates with others in ways that indicate valuing and support of respectful relationships. | | The teacher candidate inconsistently communicates with others in ways that indicate valuing and support of respectful relationships. | | The teacher candidate communicates effectively with others in ways that indicate valuing and support of respectful relationships. | The teacher candidate uses optimal communication techniques that clearly indication valuing and support of respectful relationships. |
| The candidate shares ideas and efforts with peers, supervisors, students, and/or parents. | | The teacher candidate inadequately shares ideas and efforts with others using appropriate communication. | | The teacher candidate inconsistently shares ideas and efforts with others using appropriate communication. | | The teacher candidate communicates effectively with others to share ideas and efforts. | The teacher candidate uses optimal communication techniques to share ideas and efforts with each other. |
| The candidate actively seeks interaction with and feedback from a variety of other people. | | The teacher candidate inadequately takes opportunities to interact with and seek feedback from a variety of others. | | The teacher candidate inconsistently takes opportunities to interact with and seek feedback from a variety of others. | | The teacher candidate effectively demonstrates sensitivity to the needs, time, and/or efforts of others. | The teacher candidate continually demonstrates sensitivity to the needs, time, and/or efforts of others. |
| The candidate seeks opportunities to assist peers, supervisors, students, and/or parents. | | The teacher candidate inadequately seeks opportunities to assist peers, supervisors, students, and/or parents. | | The teacher candidate inconsistently seeks opportunities to assist peers, supervisors, students, and/or parents. | | The teacher candidate consistently seeks opportunities to assist peers, supervisors, students, and/or parents. | The teacher candidate optimizes opportunities to assist peers, supervisors, students, and/or parents. |
| The candidate is sensitive to the needs, time, and/or efforts of others. | | The teacher candidate inadequately demonstrates sensitivity to the needs, time, and/or efforts of others. | | The teacher candidate inconsistently demonstrates sensitivity to the needs, time, and/or efforts of others. | | The teacher candidate consistently demonstrates sensitivity to the needs, time, and/or efforts of others. | The teacher candidate continually optimizes opportunities to assist peers, supervisors, students, and/or parents. |
| The candidate facilitates opportunities to include or show appreciation for those often excluded. | | The teacher candidate inadequately facilitates opportunities to include or show appreciation for those often excluded. | | The teacher candidate inconsistently facilitates opportunities to include or show appreciation for those often excluded. | | The teacher candidate consistently facilitates opportunities to include or show appreciation for those often excluded. | The teacher candidate continually optimizes opportunities to facilitate opportunities to include or show appreciation for those often excluded. |
| **3. Attendance and Timeliness** | | **1 - Ineffective** | | **2- Needs Development** | | **3 - Proficient** | **4 - Exemplary** |
| The candidate meets or exceeds the requirements for attendance on campus and in the field. | | The teacher candidate inadequately meets the requirements for attendance on campus and in the field. | | The teacher candidate inconsistently meets the requirements for attendance on campus and in the field. | | The teacher candidate consistently meets the requirements for attendance on campus and in the field. | The teacher candidate significantly exceeds the requirements for attendance on campus and in the field. |
| The candidate arrives to class (on campus and/or in the field) and/or to meetings early. | | The teacher candidate inadequately meets the expectations for acceptable arrival times. | | The teacher candidate inconsistently meets the expectations for acceptable arrival times. | | The teacher candidate consistently meets the expectations for acceptable arrival times. | The teacher candidate significantly exceeds the expectations for acceptable arrival times. |
| The candidate makes prior arrangements when absence is necessary and explains reason for absence to instructor, CT, and/or supervisor. | | The teacher candidate inadequately meets the expectations for acceptable arrival times. | | The teacher candidate inconsistently meets the expectations for acceptable arrival times. | | The teacher candidate consistently meets the expectations for acceptable arrival times. | The teacher candidate significantly exceeds the expectations for acceptable arrival times. |
| When absent, the candidate makes arrangements to secure content and/or review activities s/he missed and submits assignments prior to or on due date and/or follows up to complete work missed due to excused absence. | | The teacher candidate **inadequately** meets the expectations for completing and submitting work after an absence. | | The teacher candidate **inconsistently** meets the expectations for completing and submitting work after an absence. | | The teacher candidate **consistently** meets the expectations for completing and submitting work after an absence. | The teacher candidate **significantly** exceeds the expectations for completing and submitting work after an absence. |
| **4. Motivation and Attitude** | | **1 - Ineffective** | | **2- Needs Development** | | **3 - Proficient** | **4 - Exemplary** |
| The candidate exhibits self-motivation and displays an optimistic, positive, and productive attitude. | | The teacher candidate **inadequately** exhibits self-motivation and displays a positive attitude. | | The teacher candidate **inconsistently** exhibits self-motivation and displays a positive attitude. | | The teacher candidate **consistently** exhibits self-motivation and displays a positive attitude. | The teacher candidate’s self-motivation and positive attitude **significantly** impacts performance and the environment. |
| The candidate seeks ways to improve self and situations. | | The teacher candidate **inadequately** seeks ways to improve self and situations. | | The teacher candidate **inconsistently** seeks ways to improve self and situations. | | The teacher candidate **consistently** seeks ways to improve self and situations. | The teacher candidate **continually** seeks ways to improve self and situations. |
| The candidate attempts to produce the best work on the initial attempt. | | The candidate’s work **inadequately** represents best effort upon first submission. | | The candidate’s work **inconsistently** represents best effort upon first submission. | | The candidate’s work **consistently** represents best effort upon first submission. | The candidate’s work **continuously** represents best effort upon first submission. |
| The candidate asks questions that demonstrate intellectual interest and seeks to extend understanding through higher-level thinking. | | The candidate **inadequately** demonstrates intellectual interest and seeks to extend understanding through higher-level thinking. | | The candidate **inconsistently** demonstrates intellectual interest and seeks to extend understanding through higher-level thinking. | | The candidate **consistently** demonstrates intellectual interest and seeks to extend understanding through higher-level thinking. | The candidate **continually** demonstrates intellectual interest and seeks to extend understanding through higher-level thinking. |
| The candidate engages in activities outside the campus and/or field classroom intended for school and student enhancement. | | The candidate **inadequately** engages in activities outside the classroom intended for school and student enhancement. | | The candidate **inconsistently** engages in activities outside the classroom intended for school and student enhancement. | | The candidate **consistently** engages in activities outside the classroom intended for school and student enhancement. | The candidate **continually** engages in activities outside the classroom intended for school and student enhancement. |
| **5. Tact and Self-Control** | **1 - Ineffective** | | **2- Needs Development** | | **3 - Proficient** | | **4 - Exemplary** |
| The candidate models appropriate responses in difficult situations. | The appropriateness of the candidate’s responses is **inadequate**. | | The appropriateness of the candidate’s responses is **inconsistent**. | | The candidate’s responses are **consistently** appropriate. | | The candidate’s responses are **continually** appropriate and contribute to the resolution of the situation. |
| The candidate holds him/herself accountable for emotions & behaviors. | The candidate’s acceptance of accountability is **inadequate**. | | The candidate’s acceptance of accountability is **inconsistent.** | | The candidate **consistently** accepts responsibility for emotions & behaviors. | | The candidate **continually** accepts responsibility for emotions & behaviors and works to resolve situation. |
| **6. Organization and Preparedness** | **1 - Ineffective** | | **2- Needs Development** | | **3 - Proficient** | | **4 - Exemplary** |
| The candidate uses course materials (syllabus, website, handbook) as the initial resources for questions about requirements and expectations. | The candidate **inadequately** uses course materials as resources. | | The candidate **inconsistently** uses course materials as resources. | | The candidate **consistently** uses course materials as resources. | | The candidate **continually** uses course materials as resources and uses knowledge of the resources to help others. |
| The candidate is aware of requirements for course and in-field assignments for formatting and submission including deadlines. | The candidate is **inadequately** aware of requirements. | | The candidate is **inconsistently** aware of requirements. | | The candidate is **consistently** aware of requirements. | | The candidate is **continually** aware of requirements and uses knowledge to help others. |
| The candidate makes effective use of outside resources provided to complete work for class and while in the field. | The candidate **inadequately** uses outside resources effectively. | | The candidate **inconsistently** uses outside resources effectively. | | The candidate **consistently** uses outside resources effectively. | | The candidate **continually** uses outside resources effectively and is able to appropriately recommend them to others. |
| The candidate is prepared to participate in the campus and/or field experience classroom. | The candidate is **inadequately** prepared to participate in the classroom as indicated by quality and significance of contributions. | | The candidate is **inconsistently** prepared to participate in the classroom as indicated by quality and significance of contributions. | | The candidate is **consistently** prepared to participate in the classroom as indicated by quality and significance of contributions. | | The candidate is **continually** prepared to participate in the classroom as indicated by quality and significance of contributions. |
| **7. Ethical Behavior** | **1 - Ineffective** | | **2- Needs Development** | | **3 - Proficient** | | **4 - Exemplary** |
| The candidate carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. | The teacher candidate shows a **disregard** toward professional ethics as defined by federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. | | The teacher candidate **inconsistently** demonstrates professional ethics as defined by federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. | | The teacher candidate **demonstrates a commitment** to professional ethics as defined by federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. | | The teacher candidate **continually engages in a high level of commitment to professional ethics** as defined by federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices. |
| **8. Appearance** | **1 - Ineffective** | | **2- Needs Development** | | **3 - Proficient** | | **4 - Exemplary** |
| The candidate portrays an image appropriate for the given environment, e.g., KSU classroom, school field experience, etc. | The candidate **inadequately** portrays an image that is appropriate for the environment. | | The candidate **inconsistently** portrays an image that is appropriate for the environment. | | The candidate **consistently** portrays an image that is appropriate for the environment. | | The candidate’s image **continually** portrays an image that speaks to his/her commitment to the profession. |
| **9. Feedback and Self Reflection** | **1 - Ineffective** | | **2- Needs Development** | | **3 - Proficient** | | **4 - Exemplary** |
| The candidate responds positively to constructive feedback. | The candidate’s response to feedback is **consistently resistant.** | | The candidate’s response to feedback is **occasionally resistant.** | | The candidate’s response to feedback is **consistently receptive.** | | The candidate’s response to feedback is **continually receptive.** |
| The candidate evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement. | The candidate **inadequately** identifies areas of strength and weakness and **inadequately** set goals for improvement. | | The candidate **inconsistently** identifies areas of strength and weakness and **inconsistently** set goals for improvement. | | The candidate **consistently** identifies areas of strength and weakness and **consistently** set goals for improvement. | | The candidate **inadequately** identifies areas of strength and weakness and **inadequately** set goals for improvement. |