

Teacher Dispositions Rubric

STANDARDS	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Developing (1 pt)	Does Not Meet Expectations (0 pts)
Attitude (1, 10%) NAEYC-INI-2010.6.d Integrating knowledgeable, reflective, and critical perspectives on early childhood NAEYC-2010.6d NCATE-2007.1 SC- ADEPT-06.APS.4 SC-ADEPT-06.4.B SC- ADEPT-06.APS.8 SC-ADEPT-06.8.A SC- ADEPT-06.APS.10 SC- ADEPT-06.10.B SC-ADEPT-06.10.D	Demonstrates through words and actions that all students can learn and be successful in the academic environment. Helps others without being asked; asks for feedback and uses it constructively.	Demonstrates through words and actions that all students can learn and be successful in the academic environment. Cooperative. Accepts constructive criticism.	Does not always demonstrate through words and actions that all children can be successful or can learn. Attitude changes at times; can accept constructive criticism from some evaluators, but not all.	Does not demonstrate through words and actions that all children can learn. Uncooperative; does not accept constructive criticism.
Initiative (1, 10%) NAEYC-INI-2010.4.a Understanding positive relationships and supportive interactions as the foundation of their work with young children NAEYC-2010.4a SC- ADEPT-06.APS.10 SC-ADEPT-06.10.A SC-ADEPT-06.10.D	Always eager to assist students and the cooperating teacher with educational tasks. Finds additional ways to effectively work in the learning environment without being asked.	Eager and willing to assist students and the cooperating teacher with educational tasks.	Hesitant to assist students and/or the cooperating teacher with educational tasks.	Does not assist students and the cooperating teacher with educational tasks.
Diversity (1, 10%) NAEYC-INI-2010.2a Knowing about and understanding diverse family and community characteristics NAEYC-2010.2a NCATE-2007.4 SC- ADEPT-06.APS.4 SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.4.C SC- ADEPT-06.APS.10 SC-ADEPT-06.10.A SC-USCB-CE-CF.C.4 SC-USCB-CE-CF.N.1	Treats all students, teachers, and parents with respect; acknowledges and celebrates various cultures, races, and religions by openly discussing, reading stories, and displaying pictures that represent different cultures, genders, and/or religions through the clinical experience.	Demonstrates respect for cultural, racial and religious differences by openly discussing, reading, and displaying materials that represent the different cultures, races, genders, and/or religions periodically; shows no impartiality toward certain groups of students.	Demonstrates limited respect for cultural, racial, and religious differences by not including materials that represent different cultures, races, genders; shows some partiality to certain groups of students	Demonstrates no respect for cultural, racial, gender, and/or religious differences, shows partiality toward certain groups of students.

<p>Enthusiasm (1, 10%) NAEYC-INI-2010.4c Using a broad repertoire of developmentally appropriate teaching/learning approaches NAEYC-2010.4c SC-ADEPT-06.APS.4 SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC- ADEPT-06.APS.8 SC-ADEPT-06.8.B SC-ADEPT-06.8.C SC- ADEPT-06.APS.10 SC-ADEPT-06.10.E SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6</p>	<p>Always positive, helps students outside of class time; searches for innovative methods; shares ideas.</p>	<p>Positive most of the time; displays interest in students, content, and teaching.</p>	<p>Somewhat apathetic at times, does not always display interest in students, content, or teaching.</p>	<p>Negative attitude, displays little interest in students, content, and teaching.</p>
<p>Personal Appearance (1, 10%) NAEYC-INI-2010.6a Identifying and involving oneself with the early childhood field NAEYC-2010.6a SC-ADEPT-06.APS.10 SC-ADEPT-06.10.D SC-USCB-CE-CF.R.8</p>	<p>Always dresses professionally at school and at extracurricular events; exhibits care in personal hygiene.</p>	<p>Generally dresses professionally and observes school dress codes; exhibits care in personal hygiene.</p>	<p>Questionable professional dress and appearance; does not always follow school dress code; exhibits minimal care in personal hygiene.</p>	<p>Dresses unprofessionally; does not observe school dress code; displays no care in personal hygiene.</p>
<p>Professionalism (1, 10%) NAEYC-INI-2010.6b Knowing about and upholding ethical standards and professional guidelines NAEYC-2010.6b SC-ADEPT-06.APS.10 SC-ADEPT-06.10.A SC-ADEPT-06.10.B SC-USCB-CE-CF.N.2 SC-USCB-CE-CF.R.6 SC-USCB-CE-CF.R.8</p>	<p>Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty, integrity, and willingness to accept responsibilities beyond the classroom (e.g. athletics, school committees, and clubs).</p>	<p>Treats all students fairly and without bias. Observes confidentiality; demonstrates honesty and integrity. Willing to accept additional responsibilities at school.</p>	<p>Does not consistently treat students fairly. Sometimes fails to observe confidentiality, some questions about honesty and integrity. Not willing to assume additional responsibilities.</p>	<p>Gossips; does not keep information confidential; dishonest. Refuses to accept additional school responsibilities.</p>
<p>Punctuality (1, 10%) NAEYC-INI-2010.6b Knowing about and upholding ethical standards and other early childhood professional guidelines NAEYC-2010.6b SC- ADEPT-06.APS.10 SC-ADEPT-06.10.D SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.R.8</p>	<p>Arrives early and stays late as necessary.</p>	<p>Arrives and leaves at assigned times.</p>	<p>Sometimes late or leaves before scheduled work times.</p>	<p>Arrives late to school or class and/or leaves early.</p>

<p> Rapport (1, 10%) NAEYC-INI-2010.2b Supporting and engaging families and communities through respectful, reciprocal relationships NAEYC-2010.2b ADEPT-06.APS.4 SC-ADEPT-06.4.A SC-ADEPT-06.4.B SC-ADEPT-06.APS.8 SC-ADEPT-06.8.B SC-ADEPT-06.APS.10 SC-ADEPT-06.10.C SC- USCB-CE-CF.C.4 SC-USCB-CE-CF.N.1 SC-USCB-CE-CF.N.2 </p>	<p> Interacts positively with students, faculty, staff, and parents; initiates contributions to class or school activities or parent conferences, which are well received. </p>	<p> Interacts positively with students, parents, faculty, and staff. </p>	<p> Has some problems interacting positively with students, parents, faculty, or staff. </p>	<p> Does not interact well with students, parents, faculty, and/or staff. </p>
<p> Reliability (1, 10%) NAEYC-INI-2010 6.b Knowing about and upholding ethical standards and other early childhood professional guidelines NAEYC-2010.6B SC-ADEPT-06.APS.10 SC-ADEPT-06.10.B SC-ADEPT-06.10.D SC-USCB-CE-CF.R.8 </p>	<p> Completes all tasks/assignments within prescribed times with a high degree of quality. </p>	<p> Completes tasks within prescribed times. </p>	<p> Reliability is not always present in tasks and assignments. </p>	<p> Tasks are not completed within a prescribed time. </p>
<p> Sensitivity (1, 10%) NAEYC-INI-2010.1b Knowing and understanding the multiple influences on early development and learning NAEYC-2010.1b SC-ADEPT-06.APS.8 SC-ADEPT-06.8.B SC-ADEPT-06.APS.10 SC-ADEPT-06.10.A SC-USCB-CE-CF.R.5 SC-USCB-CE-CF.FI.12 SC-USCB-CE-CF.FI.13 </p>	<p> Exhibits care and concern for students' abilities and needs; spends additional time (after school/class) with students who need help; seeks information and advice from parents and staff to improve students' education. </p>	<p> Exhibits care and concern for students' abilities and needs. </p>	<p> Does not always exhibit care and concern for students' abilities and needs, and does not offer additional time for help. Does not accept information or advice well. </p>	<p> Displays a lack of concern for students' abilities and/or needs. Refuses advice or information from parents and staff regarding students' education. </p>