] **Teacher Candidate Disposition Rubric**

**SUNY Cortland Teacher Education Preparation Programs (EPP)**

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| **UNACCEPTABLE – (1)** | **ACCEPTABLE – (2)** | **TARGET – (3)** |
| **Integrity**  | Displays dishonesty AND/OR unlawful behavior as may be evidenced by a TECRC review. Fails to follow through, honor commitments, or maintain confidentiality.  | Exhibits character through honesty, trustworthiness, transparency, and responsible behavior. 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. Displays a lack of bias in interacting with others.  |
| **Emotional** **Maturity**  | Fails to recognize personal limitations. Is unable to maintain self-control. Displays behavior that is disrespectful to others.  | Expresses an awareness of self and usually acknowledges personal strengths and limitations. Maintains self-control. 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. Accepts responsibility for own actions, is open to different ideas, and interacts well with others.  |
| **Work Ethic**  | Is not prepared for class AND/OR 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, punctual and reliable, though may need minor improvement in planning AND/OR time management.  | Is consistently well organized, prepared, punctual, and reliable. Produces work that is complete, timely and evident of detailed planning. Works above and beyond expectations.  |
| **Fairness and** **Empathy**  | 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.  | 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.  | 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.  |
| **Collegiality**  | Demonstrates discourteous communication and does not work well with members of the learning community. Has not formed positive relationships with colleagues. Does not share ideas or knowledge, fails to assist others, and lacks conflict management skills.  | Models courtesy in communications and works well with all members of the learning community. Is making acceptable progress in forming positive relationships through sharing ideas and knowledge, discussing issues, and managing conflict.  | Consistently models courtesy in communication and works well with all members of the learning community. Excels in forming positive relationships through sharing ideas and knowledge discussing issues, and managing conflict.  |
| **Respect for Policies and Procedures**  | Ignores policies or 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 and regularly tries to comply. Seeks clarification of policies as needed.  | Routinely demonstrates behavior consistent with policies AND/OR can easily describe and explain college/school policies relevant to stakeholders (e.g., students, teachers, administrators, parents, community members).  |

Source: Teacher Education Council Approval – Fall 20189/2019