

## KSU SMGE CANDIDATE DISPOSITIONS/PROFESSIONALISM Rubric

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 <b>inadequately</b> communicates with others by poorly acknowledging concerns, responding to inquiries, or encouraging involvement and/or <b>by consistently using imprecise language and incorrect vocabulary and grammar.</b>	The teacher candidate <b>inconsistently</b> communicates with others or communicates in ways that only partially enhance positive interactions and promote student learning and/or <b>frequently uses imprecise language and incorrect vocabulary and grammar.</b>	The teacher candidate <b>communicates effectively</b> with others in ways that only partially enhance positive interactions and promote student learning <b>and/or inconsistently uses precise language and correct vocabulary and grammar.</b>	The teacher candidate <b>uses optimal communication techniques, including precise language and correct vocabulary and grammar</b> , 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 <b>inadequately</b> adheres to policy regarding communication of student information.	The teacher candidate <b>inconsistently</b> adheres to policy regarding communication of student information.	The teacher candidate <b>consistently</b> adheres to policy regarding communication of student information in most situations.	The teacher candidate <b>consistently and correctly</b> 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 <b>inadequately</b> uses optimal communication techniques to create a climate of openness for others by demonstrating a collaborative and approachable style.	The teacher candidate <b>inconsistently</b> uses optimal communication techniques to create a climate of openness for others by demonstrating a collaborative and approachable style.	The teacher candidate <b>somewhat consistently</b> uses optimal communication techniques to create a climate of openness for others by demonstrating a collaborative and approachable style.	The teacher candidate <b>consistently and effectively</b> 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 <b>inadequately</b> communicates with students, peers, and other stakeholders (parents, community, and other teachers) in ways that indicate cultural awareness, empathy, or understanding.	The teacher candidate <b>inconsistently</b> communicates with students, peers, and other stakeholders (parents, community, and other teachers) in ways that indicate cultural awareness, empathy, or understanding.	The teacher candidate <b>communicates</b> 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 <b>consistently uses optimal communication techniques</b> in a given situation to listen and respond to others in ways that enhance student learning through cultural awareness, empathy, and understanding.

<b>2. Collaboration and Cooperation with Peers and Faculty</b>	<b>1 - Ineffective</b>	<b>2- Needs Development</b>	<b>3 - Proficient</b>	<b>4 - Exemplary</b>
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 indicate 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.
<b>3. Attendance and Timeliness</b>	<b>1 - Ineffective</b>	<b>2- Needs Development</b>	<b>3 - Proficient</b>	<b>4 - Exemplary</b>
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 <b>inadequately</b> meets the expectations for completing and submitting work after an absence.	The teacher candidate <b>inconsistently</b> meets the expectations for completing and submitting work after an absence.	The teacher candidate <b>consistently</b> meets the expectations for completing and submitting work after an absence.	The teacher candidate <b>significantly</b> exceeds the expectations for completing and submitting work after an absence.
<b>4. Motivation and Attitude</b>	<b>1 - Ineffective</b>	<b>2- Needs Development</b>	<b>3 - Proficient</b>	<b>4 - Exemplary</b>
The candidate exhibits self-motivation and displays an optimistic, positive, and productive attitude.	The teacher candidate <b>inadequately</b> exhibits self-motivation and displays a positive attitude.	The teacher candidate <b>inconsistently</b> exhibits self-motivation and displays a positive attitude.	The teacher candidate <b>consistently</b> exhibits self-motivation and displays a positive attitude.	The teacher candidate's self-motivation and positive attitude <b>significantly</b> impacts performance and the environment.
The candidate seeks ways to improve self and situations.	The teacher candidate <b>inadequately</b> seeks ways to improve self and situations.	The teacher candidate <b>inconsistently</b> seeks ways to improve self and situations.	The teacher candidate <b>consistently</b> seeks ways to improve self and situations.	The teacher candidate <b>continually</b> seeks ways to improve self and situations.
The candidate attempts to produce the best work on the initial attempt.	The candidate's work <b>inadequately</b> represents best effort upon first submission.	The candidate's work <b>inconsistently</b> represents best effort upon first submission.	The candidate's work <b>consistently</b> represents best effort upon first submission.	The candidate's work <b>continuously</b> 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 <b>inadequately</b> demonstrates intellectual interest and seeks to extend understanding through higher-level thinking.	The candidate <b>inconsistently</b> demonstrates intellectual interest and seeks to extend understanding through higher-level thinking.	The candidate <b>consistently</b> demonstrates intellectual interest and seeks to extend understanding through higher-level thinking.	The candidate <b>continually</b> 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 <b>inadequately</b> engages in activities outside the classroom intended for school and student enhancement.	The candidate <b>inconsistently</b> engages in activities outside the classroom intended for school and student enhancement.	The candidate <b>consistently</b> engages in activities outside the classroom intended for school and student enhancement.	The candidate <b>continually</b> engages in activities outside the classroom intended for school and student enhancement.
<b>5. Tact and Self-Control</b>	<b>1 - Ineffective</b>	<b>2- Needs Development</b>	<b>3 - Proficient</b>	<b>4 - Exemplary</b>
The candidate models appropriate responses in difficult situations.	The appropriateness of the candidate's responses is <b>inadequate</b> .	The appropriateness of the candidate's responses is <b>inconsistent</b> .	The candidate's responses are <b>consistently</b> appropriate.	The candidate's responses are <b>continually</b> 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 <b>inadequate</b> .	The candidate's acceptance of accountability is <b>inconsistent</b> .	The candidate <b>consistently</b> accepts responsibility for emotions & behaviors.	The candidate <b>continually</b> accepts responsibility for emotions & behaviors and works to resolve situation.
<b>6. Organization and Preparedness</b>	<b>1 - Ineffective</b>	<b>2- Needs Development</b>	<b>3 - Proficient</b>	<b>4 - Exemplary</b>
The candidate uses course materials (syllabus, website, handbook) as the initial resources for questions about requirements and expectations.	The candidate <b>inadequately</b> uses course materials as resources.	The candidate <b>inconsistently</b> uses course materials as resources.	The candidate <b>consistently</b> uses course materials as resources.	The candidate <b>continually</b> 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 <b>inadequately</b> aware of requirements.	The candidate is <b>inconsistently</b> aware of requirements.	The candidate is <b>consistently</b> aware of requirements.	The candidate is <b>continually</b> 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 <b>inadequately</b> uses outside resources effectively.	The candidate <b>inconsistently</b> uses outside resources effectively.	The candidate <b>consistently</b> uses outside resources effectively.	The candidate <b>continually</b> 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 <b>inadequately</b> prepared to participate in the classroom as indicated by quality and significance of contributions.	The candidate is <b>inconsistently</b> prepared to participate in the classroom as indicated by quality and significance of contributions.	The candidate is <b>consistently</b> prepared to participate in the classroom as indicated by quality and significance of contributions.	The candidate is <b>continually</b> prepared to participate in the classroom as indicated by quality and significance of contributions.

<b>7. Ethical Behavior</b>	<b>1 - Ineffective</b>	<b>2- Needs Development</b>	<b>3 - Proficient</b>	<b>4 - Exemplary</b>
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 <b>disregard</b> 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 <b>inconsistently</b> 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 <b>demonstrates a commitment</b> 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 <b>continually engages in a high level of commitment to professional ethics</b> as defined by federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.
<b>8. Appearance</b>	<b>1 - Ineffective</b>	<b>2- Needs Development</b>	<b>3 - Proficient</b>	<b>4 - Exemplary</b>
The candidate portrays an image appropriate for the given environment, e.g., KSU classroom, school field experience, etc.	The candidate <b>inadequately</b> portrays an image that is appropriate for the environment.	The candidate <b>inconsistently</b> portrays an image that is appropriate for the environment.	The candidate <b>consistently</b> portrays an image that is appropriate for the environment.	The candidate's image <b>continually</b> portrays an image that speaks to his/her commitment to the profession.
<b>9. Feedback and Self Reflection</b>	<b>1 - Ineffective</b>	<b>2- Needs Development</b>	<b>3 - Proficient</b>	<b>4 - Exemplary</b>
The candidate responds positively to constructive feedback.	The candidate's response to feedback is <b>consistently resistant</b> .	The candidate's response to feedback is <b>occasionally resistant</b> .	The candidate's response to feedback is <b>consistently receptive</b> .	The candidate's response to feedback is <b>continually receptive</b> .
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 <b>inadequately</b> identifies areas of strength and weakness and <b>inadequately</b> set goals for improvement.	The candidate <b>inconsistently</b> identifies areas of strength and weakness and <b>inconsistently</b> set goals for improvement.	The candidate <b>consistently</b> identifies areas of strength and weakness and <b>consistently</b> set goals for improvement.	The candidate <b>inadequately</b> identifies areas of strength and weakness and <b>inadequately</b> set goals for improvement.