Disposition	1 - Unacceptable	2 - Developing	3 - Proficient	0 – Not Observable
Respect For Knowledge "Respect for knowledge and learning is an important pillar of democratic learning communities."	Frequently resists or opts out of discussions and /or other required class activities; fails to engage with or ask productive questions of required course readings and materials.	Intellectual curiosity, questioning, and motivation to learn is limited due to passive or inappropriate participation in discussions and/or other required class activities, and/or a failure to make connections to resources beyond required course readings and materials.	Respect for knowledge is clearly evidenced through active participation in discussions and other class activities, and/or critical questioning in relation not only to required readings and materials, but also other relevant resources.	
Passion For Craft "Passion for professional craft is a…key element of democratic learning communities."	Demonstrates apathy with regard to the application of professional knowledge and skills; professional knowledge and skills are applied without nuance or flexibility; fails to develop or try new approaches in the face of challenges or difficulties.	The application of professional knowledge and skills reveals limited or superficial interest and/or motivation, rigidity of perspective, and/or insufficient creativity or resourcefulness.	Demonstrates flexibility, creativity, enthusiasm, and/or resourcefulness in the application of professional knowledge and skills.	
Commitment to Social Justice "The pursuit of social justice and global responsibility…requires … a positive regard for the learner and the larger web of social significance in which *he or she* is embedded."	Exhibits hostility to core knowledge, practices, and/or concepts—such as fairness—that advance understanding and equity among individuals and social groups differentiated by ethnicity, class, gender, sexual orientation, and/or other characteristics of local and global diversity.	Exhibits an awareness of historical, cultural, and social knowledge related to individuals and social groups differentiated by ethnicity, class, gender, sexual orientation, and/or other characteristics of local and global diversity, but not advocacy of fairness and/or other core concepts or practices that advance mutual understanding and equity.	Exhibits an awareness of historical, cultural, and social knowledge related to individuals and social groups differentiated by ethnicity, class, gender, sexual orientation, and/or other characteristics of local and global diversity, and uses this awareness to advocate for fairness and other core concepts and practices that advance mutual understanding and equity.	

	Manifests disregard for the belief that each person can learn.	Exhibits limited or superficial commitment to the belief that each person can learn.	Demonstrates commitment to the belief that each person can learn.	
Communication "The College of Education recognizes that the *competent* professional educator—whether counselor, school leader, or teacher—combines personal artistry with technical skills, such as expertise with *communication* and technology."	Consistently demonstrates poor skills in oral and/or written communication.	Oral and written communication sometimes demonstrates weaknesses in grammar, organization, and/ or clarity sufficient to impede understanding.	Proficiency of oral and written communication is evidenced through grammatically correct and rhetorically effective speech and writing.	
	Uses non-verbal or electronic communication to convey disrespect and/or disregard for the perspectives of others.	Non-verbal and electronic communications are ambiguous or confusing with regard to respect for the perspectives of others.	Non-verbal and electronic communications are respectful and appropriate.	
Professionalism and Ethics "All participants in the College of Education are expected to *conduct themselves as ethical professionals at every point in the process of learning*."	Demonstrates dishonesty.	Honesty is sometimes called into question.	Demonstrates consistent honesty and integrity in all activities.	
	Demonstrates chronic tardiness, absenteeism, and/or failure to meet deadlines or to come to class prepared.	Tardiness and/or attendance are inconsistent with expectations stated in the course syllabus, but not dramatically so; sometimes unprepared for class.	Arrives promptly to class and/or other required activities, and meets attendance expectations stated in the syllabus; always meets deadlines and expectations for preparedness.	

NO = Not Observable

Approved by College Council, May 7, 2010.