



INDIANA UNIVERSITY
KOKOMO

DIVISION OF EDUCATION

**M.S. in Education Program
Professional Disposition Scoring Rubric**

Instructions: Evaluate each professional disposition in the attached rubric by placing a check in the appropriate column. Evaluations should be based on the standards of behavior, attitude, etc. typically expected of professional educators. Where appropriate, include comments and descriptions of specific instances or examples of dispositional behaviors observed. Comments and explanations **must** be included for any disposition rated ‘Not Satisfactory.’

Program Criteria: The expectation of the M.S. in Education program is that students demonstrate ‘Satisfactory’ performance and behavior related to **each** of the 14 dispositions listed on the attached rubric. Students who receive ‘Not Satisfactory’ ratings in any dispositional area may be required to engage in a remedial / developmental experience, subject to instructor and/or program administrator discretion. Where decisions related to the appropriateness of remedial / developmental experiences are concerned, frequency, patterns of behavior, and severity of the dispositional issues are primary considerations.

Benchmark Review: Decisions about dispositional issues are made during regularly scheduled Benchmark meetings; dispositions are reviewed at Benchmarks 2, 3, and 4 (completion of 12, 24 and 36 hours, respectively). Students are notified in writing of all Benchmark decisions and/or required remedial / developmental experience. Additional information about Benchmark reviews may be accessed at: <http://www.iuk.edu/~koeduc/benchmarks.doc>

Programmatic Context: Evaluations of student professional dispositions occur within the M.S. in Education program through three methods. The attached scoring rubric may be used for each of these purposes:

1. Firsthand observations of behaviors, attitudes, etc., during field experiences, by course instructors, host classroom teachers and principals and/or other school professionals.
2. Analyses of dispositional elements embedded within portfolio artifacts.
3. Formal and informal interactions between students and Division of Education instructors and advisors.

Adopted Spring, 2007



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Student Name: _____ Course Title: _____

Name of Evaluator: _____ Date of Evaluation: _____

Professional Disposition	Satisfactory	Not Satisfactory	Not Observed
Meets obligations and deadlines			
Submits work that reflects high professional standards, commensurate with NBPTS expectations			
Possesses effective oral, written, communication, organizational and managerial skills			
Respects the knowledge, opinions and abilities of other professionals, support staff, parents and others			
Reflects on and takes responsibility for actions and decisions			
Accepts constructive criticism within the context of current practice and professional / NBPTS standards			
Displays a positive attitude and emotional maturity			
Demonstrates effective interpersonal skills			
Functions effectively as a member of a learning community, including involvement with professional organizations, school-community interest groups and agencies, and mentoring of other professionals			
Treats all students fairly, ethically, morally and without bias			
Thinks systematically about practices and learns from experience			
Draws on research and scholarship (including action research and naturalistic approaches) to improve their professional practices, and shares their conclusions and insights with the professional community			
Displays a commitment to professionalism and teaching			
Displays a commitment to students and their learning			

Comments/ Explanations: _____
