

**Shippensburg University of Pennsylvania**  
**Disposition Rubric for College of Education and Human Services**

Primary Disposition	Focus	Does Not Meet Standard	Meets Standard	Exceeds Standard
Integrity	Professionalism	Does not consistently honor the needs and best interests of student, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal religious or political views upon others.	Consistently and appropriately honors the needs and best interests of student, the work setting (school, district, university) or profession. Demonstrates a pattern of professional behavior such as promptness, task completion, maintaining confidentiality, academic dishonesty, and separation of personal and professional domains.	Consistently and appropriately honors the needs and best interests of students, the work setting (school, district, university), and the profession including a pattern of professional behavior. <i>Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students for the profession.</i>
Integrity	Supportive Interactions	Does not consistently interact with others (student, parents, colleagues) in ways that communicate respect. Uses destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of other.	Consistently interacts with others (student, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for other to express or demonstrate their needs and viewpoints. Encourages and supports participation and success for <i>all</i> .	Behaviors consistently communicate respect and understanding of the relationship between one's own action and other (e.g., professionals, colleagues, parents, students). Encourages and supports participation and success for <i>all</i> . <i>Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues).</i>
Intellectual Spirit	Demonstrating Intellectual Curiosity	Lack of intellectual engagement with material or others (e.g., peers, instructors, students). Does not discuss or write in ways that demonstrate familiarity with required material (e.g., fails to ask appropriate questions or make thoughtful references to concepts of study). Argues point of view only in terms of personal experience or hearsay versus demonstrating an understanding of theory-, research-, or data-based evidence. Approach to learning is solely rote and reflects emphasis on meeting minimal requirements. Fails to meet professional standards in written work and participation.	Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Discussion and writings demonstrate study of required material (e.g., appropriate questions and comments referencing concepts of study). Makes connections between concepts, experiences, and content. Demonstrates an understanding of best practice (e.g., engaging students in asking questions and collecting data). Argues point of view in terms theory-, research-, or data-based evidence. Takes advantage of learning opportunities. Meets professional standards in written work and participation.	<i>Routinely analyzes, synthesizes and evaluates material, seeks further information, and engages others in intellectual discussion. Creates learning opportunities for self and others beyond immediate realm of responsibility. Engages a variety of constituencies (e.g., parents, legislators, business community, professional association colleagues) in consideration of issues based on theory-research-, or data-based evidence. Work consistently meets the highest professional standards.</i>

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Intellectual Spirit	Self-assessment/ Reflection	Does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive change. Rejects suggestions from others directly or by failing to act. Offers excuses/assigns blame to others (e.g, students, parents, colleagues, supervisor) for negative results.	Consistently evaluates own performances (e.g., interactions, written work, test results) with a critical lens, generates potential improvements or revisions, and applies them to future performances. Is open-minded and positive when receiving feedback from others. Demonstrates the ability to act on suggestions.	Consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances. <i>Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in-depth analysis and synthesis of viewpoints.</i>
Justice	Appreciation Diversity	Behaves in a manner that is discriminatory, intolerant, or close- minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. Selects materials, designs activities, or interacts in ways that promotes stereotypes or demeans others.	Consistently models respect for all people. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Seeks a variety of perspectives in exploring issues. Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different view points).	Consistently models respect for all people. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Seeks a variety of perspectives in exploring issues. Selects materials, designs activities, and interacts in ways that demonstrate appreciation of diversity. <i>Seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.</i>
Justice	Providing Learning Experiences for <i>All</i>	Does not take appropriate initiative to understand and identify student needs and/or provide learning experiences that meet the needs of all students. Fails to provide extra assistance or alternative learning experiences when needed. Repeatedly excludes some student from learning experiences. Gives preferential treatment to some students.	Behaves in ways that reflect concern and equitable effort on behalf of all. Seeks information from variety of sources to analyze student needs and to plan and implement appropriate experiences. Interacts with students in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students.	Behaves in ways that reflect concern and equitable effort on behalf of all. Seeks information from variety of sources to analyze needs and to plan and implement appropriate experiences. Interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all. Works to influence others' delivery of services for those beyond those in his/her immediate setting.

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Justice	Facilitating Personal Responsibility and Decision-Making	Does not provide opportunities for learners to assume personal responsibility, make decisions, and solve real life problems in their immediate setting. Organization and interactions are limited to a sole authority figure with very few opportunities for student choice or decision-making. Does not facilitate understanding of the impact of the individual and the significance of their contributions to the well-being of others or the learning environment/setting.	Regularly provides opportunities for learners to assume personal responsibility, make decisions, and solve real life problems. Provides mechanisms for debating issues and determining courses of action. Facilitates understanding of the impact of individual actions on the greater good and provides opportunities for individuals (e.g., students, clients) to contribute to the well-being of others and the learning environment/setting.	Regularly provides opportunities for learners to assume personal responsibility, make decisions, and solve real life problems. Provides mechanisms for debating issues and determining courses of action. Facilitates understanding of potential impact and provides support and opportunities for action in the immediate environment and <i>beyond</i> .
Stewardship	Collaboration for the Greater Good	Behavior does not reflect an understanding of self as a representative of a group, the profession, or responsible party in the greater society. Repeatedly waits for others to take the lead or hinders progress. Approaches ethical dilemmas from a personal or unitary perspective.	Engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflect an understanding of the relationship between own actions and the advancement of the group, profession, or greater society. Considers perspectives from all stakeholders when solving ethical or other dilemmas.	Consistently engages in open dialogue and effective action to accomplish goals as part of a larger group. Behaves in ways that reflect an understanding of the relationship between own actions and the advancement of the profession and greater society. Considers perspectives from all stakeholders when solving professional ethical dilemmas. <i>Leads positive professional or global/societal change through individual and collective activities.</i>
Stewardship	Utilization of Resources	Does not adequately manage resources (time, knowledge, materials, support mechanisms) to achieve desired outcomes for self and others (e.g., students, colleagues). Does not adequately plan and prepare to fulfill responsibilities. Behaves in ways which reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.	Consistently uses available resources (time, knowledge, materials, support mechanisms) to act appropriately and effectively in the pursuit of professional and academic goals. Takes initiative in seeking, obtaining, and organizing resources. Asks appropriate questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources.	Consistently uses available resources (time, knowledge, materials, support mechanisms) to act appropriately and effectively in the pursuit of professional and academic goals. Takes initiative in seeking, obtaining, and organizing resources. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources. <i>Effectively seeks and obtains additional resources beyond those readily available. Provides leadership in solving dilemmas involving the procurement or distribution of resources.</i>

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