

*UNLV – College of Education*  
*Preparing Professionals for Changing Educational Contexts*

**Office of Field Experiences**  
**Professional Dispositions Rubric**

<b>Criteria</b>	<b>Not Acceptable (1)</b>	<b>Acceptable (2)</b>	<b>Target (3)</b>
Practices appropriate personal hygiene (appearance, grooming, attire)	Rarely meeting the CCSD dress code	Generally meeting the CCSD dress code	Consistently meeting the CCSD dress code
Maintains good punctuality/attendance	More than four instances of not meeting timelines, completing tasks or being punctual	1-2 instances of not meeting timelines, completing tasks or being punctual	Meeting all expectations for timelines, completing tasks and punctuality
Demonstrates ethical behavior, is tactful and maintains confidentiality	Speaks freely without regard for tact and/or confidentiality	1-2 instances of not demonstrating tactfulness and/or confidentiality	Demonstrates tact and confidentiality
Is responsible, reliable, dependable and prepared	Cannot be consistently counted upon to meet deadlines or keep professional commitments	Generally meets deadlines and keeps professional commitments	Always meets deadlines, keeps professional commitments to colleagues and students
Demonstrates collaborative skills (including respecting and valuing the contributions of others)	Prefers to be a “lone” participant in professional work; gossips about colleagues; tends to be critical of others and policy	Works with others in a positive way but does not consistently contribute to group thinking; keeps gossip to a low level; generally willing to grow	Strong group participant; works with others receiving input and contributing to group thinking; is loyal to those who are not present; embraces growth
Is receptive to feedback/suggestions	Asks only procedural questions; shows a high level of sensitivity to critique and input re: performance	Asks questions that are both procedural and reflective; accepts critique and input re: performance in a generally positive manner	Asks questions that are both procedural and reflective; invites critique and input re: performance in a positive manner and acts upon that feedback within his/her practice
Takes responsibility for personal actions; is honest and truthful	Does not take responsibility with integrity; blames others	Self-evaluates but only in an affirming way; makes small changes, generally procedural	Self-evaluates in a realistic way; makes changes based on reflection
Demonstrates effective and appropriate interpersonal communication skills, both oral and written	Frequently uses inappropriate language; poor use of conventions, spelling and grammar; written work does not follow professional syntax	Generally speaks correctly avoiding slang; limits the dropping of the last sound from words; uses conventions correctly including grammar and syntax	Speaks correctly as a role model for children; consistently edits work for correct conventions, construction and grammar; is a role model for the profession
Acts as a positive role model	Does not respect others either due to their role in the school, diversity or as colleagues	Works well with others and respects the other levels of school personnel; respects diversity	Works well with others and respects all school personnel; respects diversity and models respect for others
Demonstrates a commitment and enthusiasm to the profession	Does the minimum required work	Generally demonstrates initiative and enthusiasm; is reflective and willing to grow	Demonstrates initiative; is enthusiastic, reflective and willing to grow; views teaching as a learning process