

## SOE Dispositions for Educators

---

### 1. Attendance

---

- 1- Exhibits a pattern of absence and/or tardiness. Fails to contact instructor to make up missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late.
  - 2- Occasionally misses class and is rarely tardy. Tries to notify instructor if going to be absent or contacts instructor following absence with reason for absence.
  - 3- Consistently attends class and is on time. Usually notifies instructor in advance or arranges to meet instructor following a missed class. Usually gives reason for absence.
  - 4- Arrives at class early. Always makes prior arrangement when absence is necessary. Submits assignments prior to absences and/or follows up to complete missed work. Arranges with classmates or instructor to secure handouts or materials presented in class.
- 

### 2. Class Preparation

---

- 1- Work completed with little attention to quality. Work may be sloppy and/or contain errors. Emphasis on getting work done rather than learning. Assignments are sometimes late or missing. Comes unprepared to class (no text or class material, hasn't read, etc.) Uses current knowledge rather than additional resources to complete work. Procrastinates.
  - 2- Assignments are completed correctly and with accuracy. Work shows basic grasp of the assignment's intent. Meets assignment deadlines adequately. Is prepared for class most of the time. Makes use of resources provided to complete work.
  - 3- Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Candidate consistently comes to class well prepared. Seeks new resources and additional information to complete work.
  - 4- Work is of exceptional quality. Shows a desire to pursue the intended learning at a deep level. Work shows evidence of personal reflection and revision. Always attends class well prepared. Uses an array of quality resources to add to the breadth and depth of a project.
- 

### 3. In-Class Performance

---

- 1- Inattentive in class and may attend to other materials not related to class. Rarely participates in class discussions. May distract others in the class with behaviors or talking.
- 2- Is attentive in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.
- 3- Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions. Stays focused. Has done necessary preparation for class.
- 4- Shows initiative in class activities. Applies knowledge to other situations and makes connections with previous learning. Asks questions showing intellectual interest. Seeks to extend understanding through higher-level thinking.

---

#### **4. Self-Reflection**

- 1- Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.
- 2- Has some recognition of personal limitations and strengths. Responds defensively to suggestions and constructive criticism of others. Sometimes engages in self-reflection by providing vague, general suggestions for improvement or is dependent on others (instructor, supervisor) for ideas; asks questions but expects others to provide answers instead of seeking additional sources (e.g., scholarly readings).
- 3- Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection. Candidate is willing and able to recognize own difficulties or deficiencies and begins to develop potential solutions.
- 4- Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Critically analyzes one's teaching behaviors; asks questions derived from personal reflection and scholarly readings.

---

#### **5. Relationships With Others**

- 1- Usually works only with those of similar abilities, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Main concern appears to be for self, with little concern for others. Does not listen well.
- 2- Accepts others who are different in abilities, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner. Shows awareness of others' needs. Listens attentively to others.
- 3- Willingly works with others from different abilities, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Shows concern for others and their needs. Listens carefully to others and respects their views.
- 4- Actively seeks opportunities to work with those of different abilities, race, gender, or ethnicity. Actively seeks interaction and feedback from variety of other people. Has compassion for others. Listens actively and values the opinions of others.

---

#### **6. Group Work**

- 1- Puts forth minimal effort and fails to do a fair share of work, or is excessively controlling. Shows little regard for other people or their ideas. Does not relate well with others. Does not share information or ideas.
- 2- Does a fair share of work. Accepts responsibility. Accepts ideas of others. Relates adequately with others. Shares information and ideas.
- 3- Contributes ideas and efforts to the group. Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Relates well to others and regularly shares information and ideas.
- 4- Promotes group goals by contributing above and beyond expectations. Encourages the use of ideas from all. Actively advances success for the group.

---

**7. Professional Development and Involvement**

---

- 1- Shows little interest in activities or events that promote professional development. Attends only when mandatory. Unaware of professional organizations, professional publications, or other educational resources.
- 2- Occasionally participates in professional activities or events that promote professional development. Aware of professional organizations, professional publications, and other educational resources.
- 3- Willingly participates in professional activities or events that promote professional development. Belongs to professional organization(s).
- 4- Seeks opportunities to be involved in professional activities or events. Takes a leadership role in professional organization(s). Makes professional growth a high priority.

---

**8. Resourceful**

---

- 1- Always relies on others to solve problems. Demonstrates little or no curiosity or interest in learning.
- 2- Generally relies on others to solve problems.
- 3- Demonstrates initiative by consulting with others to solve problems.
- 4- Demonstrates initiative by consulting with others as well as developing own solutions to problems. Shows curiosity and interest in learning.

---

**9. Respect For School Rules, Policies, and Norms**

---

- 1- Unaware of rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. May embody an attitude of "rules were made for others."
- 2- Aware of rules and policies and usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them.
- 3- Knows rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them.
- 4- Follows rules and policies and encourages others to respect them. Shows exemplary patterns of behavior.

---

**10. Communication**

---

- 1- Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.
- 2- Usually uses correct grammar in oral and/or written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.
- 3- Uses correct grammar in oral and written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas effectively.
- 4- Speaking and writing are flawless in terms of grammatical correctness. Expresses ideas articulately.

---

**11. Emotional Control/Responsibility**

---

- 1- Emotions are not under control. May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss of emotional control.
- 2- Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for his/her emotions and behaviors.
- 3- Displays steady emotional temperament, even in potentially volatile situations. Is receptive to viewpoints of others and their suggestions. Holds self accountable for his/her emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.
- 4- Always maintains composure regardless of circumstances. Respects the viewpoints of others and treats them with dignity even when not in agreement with them. Can be depended on to always be accountable and responsible for his/her own emotions and behaviors.

---

**12. Ethical Behavior and Role Model**

---

- 1- Shows pattern of dishonest or deceitful behavior, including academic dishonesty. Fails to use discretion in keeping personal confidences. Cannot be counted on to keep word or to follow through as promised.
- 2- Is truthful and honest when interacting with others and in academic presentation. Uses discretion in keeping personal or professional confidences. Strives to be trustworthy and to keep word.
- 3- Is honest when interacting with others and in academic presentation. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word.
- 4- Unwaveringly honest when interacting with others and in academic presentation. Can be counted on in all circumstances to keep personal and professional confidences. Is trustworthy and can always be depended upon to keep word.