

PROFESSIONALISM	Not Observed	Emerging	Developing	Target	Comments
1. Engagement	Cannot rate	Candidate is inattentive, may distract others, and exhibits reluctance to take initiative in field experiences, classroom activities, or discussions. Candidate avoids challenges, fails to make up missing work, and generally displays a negative attitude towards involvement. May not attend class regularly.	Candidate pays attention, participates, and takes initiative in field experiences and in class. Candidate engages in challenging work, complete missing assignments, attends class regularly, and displays a positive attitude towards involvement.	Candidate focuses intently on the subject matter, actively participates and enhances the learning experience for others. Candidate shows initiative in field experiences and in class, embraces challenges, arranges to make up assignments before absences, completes missed work, and displays a positive attitude toward involvement that engages others.	
2. Communication and responsiveness	Cannot rate	Candidate does not communicate in a timely or consistent way. Candidate may not respond to email or responses may be inappropriate.	Candidate responds to communications in a timely way, but responses may not always be grammatically correct, clear and concise, or appropriate for the occasion.	Candidate demonstrates ability to communicate in a professional, timely, and consistent manner. All written and verbal communications are grammatically correct, clear, and appropriate in format and language for the occasion.	
3. Collaboration	Cannot rate	Candidate does not effectively collaborate/cooperate with classmates, mentors, and families.	Candidate willingly collaborates with classmates, mentors, and families in ways that contribute positively but tends to rely on others rather than initiating cooperation.	Candidate eagerly and effectively collaborates and cooperates with classmates, mentors, and families in ways that contribute positively to all parties with a focus on students.	

4. Emotional maturity	Cannot rate	Candidate demonstrates a pattern of losing control of emotions and may not take responsibility for emotions and behaviors, blaming others or external stimuli.	Candidate may lose control of emotions in particularly stressful circumstances but accepts responsibility for his/her actions and works toward developing appropriate responses to stress/challenges.	Candidate maintains emotional composure even in stressful circumstances, is responsive to others' emotions and needs, and accepts responsibility for actions, employing effective conflict resolution strategies and navigating stress calmly.	
5. Organization and dependability	Cannot rate	Candidate struggles with adherence to schedules, preparedness, and/or time management. Candidate is often late or fails to meet deadlines.	Candidate adheres to schedules, is prepared, and meets responsibilities in usual circumstances. In the event of extenuating circumstances, may struggle to communicate right away or does not stay in communication until resolved.	Candidate adheres to schedules, is prepared, and meets responsibilities. Should an extenuating circumstance arise, the candidate communicates right away and stays in regular communication until resolved.	
ADVOCACY	Not Observed	Emerging	Developing	Target	Comments
6. Professional standards	Cannot rate	Candidate fails to adhere to professional standards, or it is not clear that candidate could articulate and implement standards.	Candidate purposefully uses professional standards. Candidate implements a scope and sequence plan.	Candidate systematically implements standards and has a deep understanding of what learners need and why. Candidate interacts with professional organizations to further professional learning.	
7. Students and families	Cannot rate	Candidate does not engage with students and/or their families in order to understand their broader needs and concerns inside and outside of school.	Candidate seeks to understand the broader needs and concerns of students and their families.	Candidate demonstrates the ability to advocate for and/or with students and families toward their needs and concerns, both inside and outside of school.	

8. Emerging trends and initiatives	Cannot rate	Candidate is not aware of trends/initiatives affecting students and classrooms.	Candidate is aware of emerging trends/initiatives affecting students and classrooms.	Candidate anticipates and is responsive to emerging trends/initiatives affecting students and classrooms through teaching, classroom resources, and standards and assessments.	
Respect for Diversity *	Not Observed	Emerging	Developing	Target	Comments
9. Empathy	Cannot rate	Candidate demonstrates limited understanding of the lives of all students and their community; connections with and understandings of learners are surface-level.	Candidate takes steps to connect with students and build relationships that foster understanding of students' needs. Candidate reflects on students' lives and needs, working to consider the experiences and perspectives of students.	Candidate takes steps to build positive relationships with students. Candidate reflects on students' needs and considers the experiences and perspectives of students. Candidate actively seeks information on students' backgrounds, cultures, and identities.	
10. Equity	Cannot rate	Candidate may be aware of student differences but delivers instruction in the same way for all learners. Lesson plans show no evidence of modification or accommodation to meet the various needs of all learners.	Candidate attempts to adjust instruction using different pedagogical approaches to provide each child what she or he needs to master content. Lesson plans may include modifications and accommodations, but they are not always implemented.	Candidate plans instruction with varied needs in mind and adjusts when needed to meet learner needs. Candidate provides each child with what she or he needs to master content/concepts and to demonstrate knowledge.	
11. Diversity	Cannot rate	Candidate demonstrates limited appreciation for languages, communities, and experiences that learners bring to the classroom. Candidate struggles to be inclusive of diverse cultures,	Candidate models respect and demonstrates concern for all learners. Candidate usually demonstrates understanding of diversity in written work and/or responds well to feedback	Candidate models and fosters respect for all cultures, identities, and perspectives in words and actions. Written work reflects a clear understanding of diversity among students, and	

		identities, and perspectives in lesson plans and other written work.	for improvement. Candidate may supplement curriculum to be more inclusive.	candidate effectively integrates diverse cultures, identities, and perspectives throughout lessons.	
Professional Growth	Not Observed	Emerging	Developing	Target	Comments
12. Problem-solving skills	Cannot rate	Candidate avoids blame toward children/classmates/mentors when challenges in the classroom arise. Candidate may delay addressing challenges or do so in an unsystematic way.	Candidate avoids blame toward children/classmates/mentors and positively works to solve challenges, but attempts at solutions may not be systematic or informed by data and analysis.	Candidate avoids blame toward children/classmates/mentors, views challenges positively, and takes an inquiry stance to address each challenge informed by meaningful data collection and analysis.	
13. Continuous improvement	Cannot rate	Candidate struggles to accept professional feedback toward growth. Candidate may respond defensively or make excuses regarding difficulties in practice, rather than reflecting and acting to improve practice. Candidate does not seek professional development opportunities.	Candidate accepts feedback readily but may not reflect and act upon feedback systematically to improve practice. Candidate seeks opportunities for growth.	Candidate actively seeks feedback toward professional growth from faculty, colleagues, administrators, and students and families. Candidate reflects on practice and has a plan for future growth and improvement.	
14. Self-regulation	Cannot rate	Candidate does not exhibit initiative and meets responsibilities with frequent reminders from others.	Candidate meets responsibilities without relying on others for reminders, carefully noting and meeting minimum requirements.	Candidate actively seeks opportunities for growth, goes beyond the minimum requirements, and focuses on growing as an educator.	

15. Setting goals	Cannot Rate	Candidate expresses goals but no clear plan is in place for how to reach them.	Candidate can articulate short-term and long-term goals, as well as plans for meeting them.	Candidate clearly articulates short-term and long-term goals, as well as plans for meeting them. Candidate has taken steps to meet those goals.	
Commitment to Student Learning	Not Observed	Emerging	Developing	Target	Comments
16. Belief in ability and desire to learn	Cannot rate	Candidate may interpret challenging student behavior or initial lack of success as a lack of desire or ability to learn.	Candidate recognizes the ability and desire to learn in all children but may over-rely on standardized assessment to create plans to meet the needs of all learners and/or does not adequately challenge all children.	Candidate recognizes the ability and desire to learn in all children and uses multiple assessments to create plans and implement instruction to meet the learning needs of all children and challenge them to grow.	
17. Candidate engages families in student learning.	Cannot rate	Candidate expects families to support student learning but does not provide support in how they may go about doing so.	Candidate provides clear, jargon free feedback on student progress to parent(s)/guardian(s). Candidate supports families' ability to serve learner needs at home, educating families about the curriculum.	Candidate provides clear, jargon free feedback on student progress to parent(s)/guardian(s). Candidate supports families' ability to serve learner needs at home, educating families about the curriculum and offering such opportunities through accessible meeting times and/or media.	

Ethics	Not Observed	Emerging	Developing	Target	Comments
18. Professional Ethics - Confidentiality	Cannot rate	Candidate demonstrates awareness of the law and professional ethics and often follows rules and policies but may require reminders to avoid violations.	Candidate accepts and complies with laws and policies concerning student confidentiality. Candidate is responsive to and makes improvements based on feedback.	Candidate accepts, understands, and consistently complies with laws and policies concerning student confidentiality.	
19. Candidate adheres to school site and university regulations	Cannot rate	Candidate does not follow school site or university guidelines.	Candidate makes mistakes while attempting to follow guidelines to enact university or school policies but seeks to correct them. Candidate does not repeat errors and is not defensive when corrected.	Candidate follows all school site and university policies, including but not limited to academic integrity, dress code, and conduct guidelines. Candidate seeks assistance from university faculty, staff and/or mentor educator or site principal if questions arise.	
20. Candidate expresses concerns properly and professionally.	Cannot Rate	Candidate expresses concerns but needs to improve the level of respect or more diligently follow guidelines and policies.	Candidate addresses concerns respectfully while following university or district guidelines.	Candidate does not publicly complain about others but proactively addresses concerns (rather than becoming frustrated) respectfully while following university or district guidelines and appropriate communication channels.	

*From the Professional Education Diversity Statement:

Within and across age, gender, race/ethnicity, culture, religion, socio-economic status, sexual orientation, geographic origin, and intellectual, physical and language abilities (PEU Conceptual Framework, 2013; CAEP, 2013) candidates should exhibit and foster respect, teach inclusively, and continue to learn and grow. The full diversity statement is available on the Professional Education website: <https://education.okstate.edu/peu/diversity.html>

Explanation and scoring information for educator candidates at Oklahoma State University:

Professional Dispositions are formally assessed a minimum of twice during your academic program, once early during the program and once later in the program (see program coordinator for info. on which courses they've identified for this). However, dispositions affect your professional life in and out of school, and we want to be certain you're well-prepared to have a successful tenure as an educator.

With that in mind, dispositions may be addressed and recorded at *any* point in your program, whether a formal or informal interaction and whether interacting with a peer, staff member, or faculty member. We believe it's vital to celebrate your successes as well as speak with you about areas that could raise challenges for you as a professional, and this is why we have this guiding document as a starting place to be able to work with you on your professional dispositions.

Dispositional concerns are often a reason candidates are not successful. Please know that if faculty or staff members speak with you about your dispositions, they are doing so because they want you to be successful. As someone in a professional program, however, it is also important to be aware that dispositional challenges **may affect your ability to be placed for field experiences or clinical practice**; placements are not guaranteed.

Candidates who are not successful will be provided remediation and guidance tailored to them, and except in egregious cases or when problems *persist* over time, candidates who encounter dispositional challenges generally go on to be successful educators. Do not be alarmed at constructive feedback over the course of your program, as this is a learning environment. This assessment offers an opportunity to learn more about your own dispositions and grow in that aspect of your preparation as an education professional.